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ABSTRACT

Presented is the second component, Education and Counseling, of a special day class educational program for drug dependent minors. A major goal of the program is given to be the provision of successful academic experiences, positive rewards for desired behavior, and individual and family counseling. The behavior modification program is described, and listed are suggested positive activities (such as being on time) of the point system used by the school. The school curriculum is summarized, grades are discussed, and methods of individualization and remediation are suggested. General course descriptions are given for activities in the cognitive, affective, and psychomotor domain. Pertinent instructional supplies are listed according to course. The major portion of the document consists of a series of 47 sample instructional activities grouped according to course and including instructional goals, instructional objectives, and procedures. Examples of activities or class projects are notewriting and drug continuum (for the self discovery class), communicating with the "straights" and keeping a journal (English), a personal time capsule and rating the news (social science), group murals (arts and crafts), instant replay volleyball (physical education), and an overnight camping trip (outdoor education). (See EC 051 845, EC 051 847 through 051 849, and EC 050 205 through 050 212 for related documents). (DB)

A GUIDE FOR THE MANAGEMENT OF SPECIAL EDUCATION PROGRAMS

NEWDAY OPERATIONS GUIDE FOR DRUG DEPENDENT MINOR PROGRAMS

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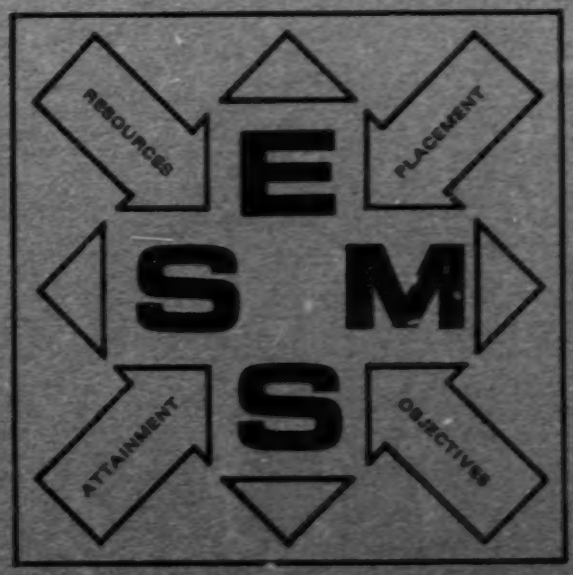

SPECIAL EDUCATION MANAGEMENT SYSTEM

2.0 EDUCATION AND COUNSELING

RICHARD D. STRUCK
Project Director and Director of Programs for Exceptional Children and Adults and Pupil Personnel Services

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701 OCEAN ST. ROOM 200
Santa Cruz, California 95060
Dr. RICHARD R. FICKEL, SUPERINTENDENT OF SCHOOLS

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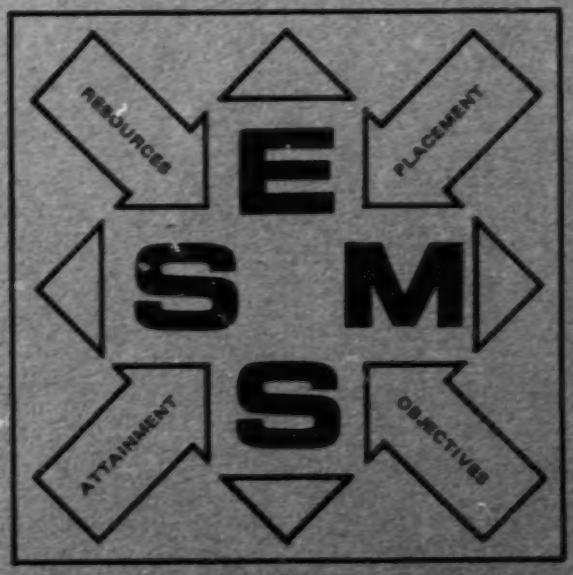

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701 OCEAN ST. ROOM 200
Santa Cruz, California 95060
Dr. RICHARD R. FICKEL, SUPERINTENDENT OF SCHOOLS

Prepared Under
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2160 Hanover St.
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EDUCATION AND COUNSELING

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2.1 INTRODUCTION

In 1969 educators and others in Santa Cruz County became increasingly aware of the need for an educational alternative for students who were not functioning in regular secondary programs because of drug related problems. In March of 1970, an experimental program in educating drug dependent minors was initiated at the Old County Hospital building in Santa Cruz. A key factor in this experiment was the idea that students who had failed academically in previous schools, for whatever reasons, suffer low self-esteem and have little concept of or low expectations for their personal futures, which encourages self-destructive behaviors such as drug abuse. Therefore, the plan was to attempt to reverse these trends by providing drug dependent students who had failed in school with successful academic experiences, positive rewards for desired behavior, and individual and family counseling. In order to provide these positive experiences, it was recognized that not only the cognitive domain must be utilized, but the affective and psychomotor domains as well.

Inasmuch as the experiment met with some success, it was felt that such an approach would be worthy of replication, and that some of the methods would be useful for other programs, such as juvenile hall schools, continuation high schools, or even comprehensive high schools. This component includes details of the experimental educational and counseling program for drug dependent minors as operated at Sunshine School. The contents of this component are:

SECTION		DESCRIPTION	PAGE
2.1	Introduction		2-1
2.2	Instructional and Counseling Goals and Objectives	Program goals and objectives, instructional goals and objectives, and counseling goals and objectives, as well as a sample of an individual student's instructional objectives.	2-3
2.3	Behavior Modification Program	The goals and objectives of the program, experiments and results, and a list of suggested positive activities.	2-8
2.4	Suggested Curriculum	A review of the past curriculum, as well as a summary of the new, including a list of courses offered. Also included are discussions of grades, individualization and remediation.	2-21
2.5	Educational and Counseling Activities in the Affective, Cognitive and Psychomotor Domains	Activities on the Cognitive Domain: General course descriptions as well as discussions of the drug and health education programs and counseling.	2-25
		Activities in the Affective Domain: The special needs of the Sunshine students and how the needs are being met through the "Discovery Class", which is described in full. Valuing and student counseling, including special techniques.	2-32
		Activities in the Psychomotor Domain: The physical education and arts and crafts programs.	2-52
2.6	Recommended Instructional Supplies	A list, grouped according to course, of pertinent instructional supplies.	2-55
2.7	Sample Instructional Activities	A series of instructional activities, grouped according to course, including instructional goals objectives, and procedures.	2-60
2.8	Bibliography	A list of references used in preparing this report.	2-110

2.2 INSTRUCTIONAL AND COUNSELING GOALS AND OBJECTIVES

The overall goal of the program is to help drug dependent minors direct their lives away from drugs and towards a successful secondary school education, vocational training, and constructive involvement in the community.

The current program objectives as included in the 1971-72 application to Title VI-B are:

1. After spending 18 school months in the program or less, students will exhibit an ability and willingness to return to regular secondary school or will have completed the requirements for a high school diploma. Students returning to regular school will not be truant or tardy for one month. They will have earned credits in course work appropriate to their previous school program and future goals, educational and vocational, and they will have erased remedial deficiencies to the satisfaction of the teacher. Students who earn a diploma must have completed an equivalent program to earn required credits.

2. Students will be drug independent for at least one month before leaving the program. The student will be diagnosed by the staff as not being under the influence of an illicit drug while at school for at least one month, and the staff, parents and student must agree that the student is no longer drug dependent.

Program instructional goals are the following:

1. The student will be provided with education and training which will equate with the regular school program and allow students to enter or re-enter regular school programs as soon as possible.

2. The student will acquire a better self concept.

3. The student will acquire new understandings in his interpersonal relationships.

4. The student will develop a knowledge of and a concern for his community.

Program instructional objectives include the following:

1. Within the cognitive domain, provide for each student for a specified time, measurable individually prescribed instructional objectives which will produce significant advancement in at least two academic skill areas by the end of one year's placement. The objectives will be reached for seventy percent of the students. Criteria will be standardized achievement and ability tests and grade level placement in specific skills, including: (a) number concepts; (b) language development; (c) reading skills; and (d) writing skills.

2. Within the affective domain, utilizing appropriate positive modifiers, define and describe for each student psycho-educational objectives to correct one or more specific problem or maladaptive behavior which interferes with the student's learning or adjustment. This objective will be reached by seventy percent of the students by the end of one year's placement. Criteria will include: (a) curation of attention to assigned tasks; (b) frequency of positive response to authority; (c) frequency and promptness of following instructions; (d) frequency of completing tasks; (e) frequency and degree of disruptive behavior (f) acceptable rate of school attendance; (g) a positive feeling of self-worth.

3. Within the psycho-motor domain, provide each student with a planned program to include: (a) music and rhythm; (b) physical education and competitive sports; (c) work adjustment, work study, and work experience; (d) homemaking and vocational education.

Instruction is individualized by preparing instructional goals and objectives for each student. An example of one student's individual instructional objectives follows:

Name: Mary Age: 15 years

School: Sunshine School Date: January 31, 1972

General Pupil Information: Mary lives in Soquel with her mother, father, and two brothers. She entered Sunshine School on January 24, 1972, after being referred by her probation officer. Mary had been attending Soquel High School and is a sophomore, although she has earned only 53 credits at Soquel. Mary's attendance and punctuality have been excellent so far. She has had some problems with following instructions and attending to her assigned duties, but this is improving.

Instructional Goal: Sunshine School's goal for Mary is to help her direct her life away from drugs and toward a successful secondary school education, vocational training, and constructive involvement in the community.

Instructional Objectives: This semester Mary is enrolled in the following courses:

Social Science. Mary will learn to function in the regular classroom. She will complete assignments in geography, history, and government skills units, to the satisfaction of the teacher. She will also complete current events assignments which require development of skills in classification and in relating news to other information. Mary will complete three social science "fact" units to the teacher's satisfaction.

Science. Mary will demonstrate a 90% accuracy rate in the fundamental identification and classification of garden variety plants. She will be responsible for the successful growing of two garden vegetables of her choice. She will also complete a brief oceanography unit to the teacher's satisfaction. Mary will compile her own portfolio of pencil drawings of at least ten microscope slides which she has made and categorized herself. Mary will successfully complete two objective tests consisting of 100 questions concerning the classification of plants and animals. She will become familiar with the basic animal phyla and garden variety flora to the teacher's satisfaction.

English. Mary will (in the teacher's judgment) become more willing to accept a wider variety of assignments. She will accept her own work as worthwhile and will become willing to self-correct her own work by the end of the school year. Mary, the teacher, and Pat (UCSC volunteer) will plan a science-English course to be pursued on Tuesdays and Thursdays, which will lead to increased fluency in reading and writing.

Discovery (Group Process). Mary will become aware of similarities and differences between cultures. She will become aware of differences and similarities between herself and other individuals. She will become more aware of the choices she has and will acknowledge her ability to make those choices. Mary will demonstrate (to her own satisfaction) an improvement in her method of relating to others. She desires to become more "friendly" and less taciturn.

Arts and Crafts. Mary's objectives are to become competent (to her own satisfaction) in all forms of clothes making, i.e., weaving, macrame, crochet, sewing, and knitting. She will complete at least four pieces of apparel (to the teacher's satisfaction) this semester. She will also complete at least four projects (planning, rough draft, evaluation, redrafting, executing) chosen from the following:

Clay	Resin	Woodcarving
Painting	Mosaic	Stitchery
Celluclay	Woodworking	Collage (wood, magazine cutouts, miscellaneous)
Candlemaking		

Physical Education. Mary will improve her time in the 50-yard dash by one full second. She will increase her softball throw and football pass and kick by ten yards in each event. Mary will also demonstrate an improvement in her attitude towards making an enthusiastic initial gesture in joining P.E. activities, to the teachers' satisfaction. (Mary will often participate quite actively once she gets started, but we are trying to eliminate the initial coaxing ritual.)

Mary, student	Head Teacher-Counselor
Teacher	Teacher

Counseling Goals and Objectives

Generally speaking, drug dependent minors, upon entering the experimental program, have been found to be apathetic, unmotivated, and depressed in personal esteem. They also come from inadequate families, and possess numerous needs. From the outset, counseling goals and objectives were considered to be an integral part of the total educational. Both group and individual counseling procedures were deemed to be important. Counseling methods have been directed toward the following goal: To increase the student's awareness of all areas of his life; to foster an emotional awakening which will permit and encourage increased learning, social growth, and self direction. In order to accomplish this goal, the following Counseling Objectives have developed:

1. The student will acquire a better self-concept, as evidenced by his own statement.
2. The student will acquire new understandings and techniques in his interpersonal relationships, as evidenced by increased acceptance by his peers, and as evidenced by an increase in interpersonal contacts.
3. The student will become more cognizant of his personal future, as evidenced by his seeking vocational information, by applying for jobs, or by becoming proficient in a vocational skill.
4. The student will reach an understanding with his family, and will reach an agreement with his family concerning his living arrangements.
5. The student will exhibit concern about himself and his place in society, as evidenced by a decrease in confrontations with law officers, and by an increase in positive civic-improvement activities.
6. The student will eliminate or lessen his drug use, as determined regularly by student-staff joint evaluation of his status on a drug dependency-independency continuum.
7. The student will improve the status of his general health, as evidenced by his improved attendance and participation in vigorous activities.
8. The student will improve his attitudes regarding sexual responsibility, as determined regularly by student-staff evaluation.

2.3 BEHAVIOR MODIFICATION PROGRAM

There has been much educational research which supports B.F. Skinner's hypothesis that humans and animals tend to continue behavior which is rewardedor reinforced by some pleasant means, and tend to discontinue behavior which is not rewarded or reinforced. It follows, then, that students who have been unsuccessful in school will react favorably to a school program which gives them successful experiences and rewards such success. The Santa Cruz County Office of Education has been committed to this concept and has used behavior modification techniques in all of its special education programs for the past five years. Thus, behavior modification was included in the planning of the experimental drug dependent minor program at Sunshine School.

Goal

The goal of the Sunshine School behavior modification program was to provide drug dependent students with successful academic and social experiences. In order to implement this goal, the following objectives were developed:

Objectives

1. Through careful diagnosis and planning, and individual and group instruction, students will be provided successful learning experiences, as evidenced by their earning credits and improving their scores on a standardized evaluation instrument (WRAT).
2. Through a positive reward system, students will improve their social behavior in class, as evidenced by completion of assignments, by attention to tasks, and as evidenced by their non-disruptive behavior.

3. Through a positive reward system, students will improve their out-of-class social behavior, as evidenced by increased positive comments and actions in dealing with peers and with staff members.

In general, the educational and counseling program for the experimental program for drug dependent minors was conceived as a positive approach to such students' school problems. This approach was to be implemented by the whole staff -- teachers, aides, psychologists, school nurse, custodian, program manager and other administrators -- rewarding by individual attention or by other means those positive aspects of student behavior which would be exhibited at the school. (Some suggested positive activities are on Page 2-15.)

While this general approach met with considerable initial success, it was found that some students came to the drug dependent minor school exhibiting disruptive behaviors which made it difficult to work with them on a positive basis and which disturbed the teaching-counseling process with other students. It was decided, therefore, to attempt to eliminate some of the disruptive behavior by encouraging specific appropriate behavior in its place,and by instituting a point system where students would receive tangible rewards (privileges or prizes) for certain numbers of points.

The point system was initiated after the staff observed and listed behaviors which were most disruptive to the school routine. These behaviors included:

1. Aimless wandering.
2. Shouting suddenly while working.
3. Loud drumming on table tops.
4. Leaving work areas for purposes other than school work.
5. Eating in class.

6. Tardiness to both school and class.
7. Not completing assignments.
8. Playing the record player at inappropriate times.
9. Contributing negatively to class discussions.
10. Leaving work materials out.

A "point sheet" was developed. It listed the day's schedule and the behaviors expected during each time period: e.g., On Time; Stayed in area; Positive Comments and Actions; Appropriate activities; Returned materials. It was possible for students to earn 45 points per day. Students were consulted on the selection of the rewards -- doughnuts (10 points), free time (35 points), and coffee (10 points) were agreed upon as desirable and easily available.

Immediate changes were observed in the students. The most disruptive students became willing to comply with minimal rules and more learning began to take place. This program continued through the first semester. It was found that the new students also learned very quickly. When the Head Teacher began offering as a major reward a lunch at a nice hotel in town, students were able to delay immediate rewards and began to accumulate the points required for this.

Two basic problems then appeared. First, with minimal compliance the students could still gather many points. Second, the teachers and aides felt that too much of their class time was being taken up with point marking.

A new sheet was devised which would telescope the awarding of points for good behavior and would combine with a credit sheet. Students were to receive one, two, or three points for their total behavior during a class period:

3 points = Appropriate activities in appropriate areas, positive comments and actions toward others, general care for and appropriate use of materials, equipment and supplies, staying in correct area and full participation in activities.

2 points = The above behaviors are shown at least half the time.

1 point = The above behaviors are shown some of the time.

This sheet worked well initially. But then other problems were encountered. Teachers and aides began to give points more subjectively. Without points for specific behavior, students received the benefit of the doubt. It seemed unfair for a student to lose one out of three points for misbehavior when he previously would have lost only one out of five. The loss of one point became a punishment. At the same time, the students found leeway for argument with the teachers and aides, basing it on the very real marking differences displayed by the staff. It was also found that the new students who had not experienced the more specific program did not display the same quality of learning. As some of the "old" students left the program, the newer students were not surrounded by models. And, as the new students outnumbered the old in a sudden enrollment rush, the modeling process seemed to reverse itself. The death blow to the already ailing behavior modification program came when administrative policy changed to rule out the purchase of doughnuts, and teachers were no longer allowed to transport pupils in cars, thus eliminating the restaurant reward.

For a time, the experimental program proceeded with no specific point system, utilizing only the overall positive approach. Desired behavior was rewarded immediately by the staff with praise, appreciation, and words of encouragement, as usual. When it appeared, however, that disruptive behavior again was interfering with the learning-counseling process, the staff looked for new ways to implement a point system designed to counteract this behavior.

Inasmuch as most drug dependent minors have missed varying amounts of school, so that most are behind their peers in grade level, each student is much interested in earning high school credits. High school credits granted by Sunshine School are based on the continuation high school model -- a student must complete fifteen periods in any class in order to earn one unit of high school credit for that class. Therefore, it was decided that an appropriate reward for desired behavior in a class would be the assignment of credit for that class period.

Again, it was observed that students were coming late to class, making inappropriate comments, not completing assigned work, leaving class without permission, and participating in other activities which detracted from the learning situation. Seven very specific behaviors were identified as necessary for the successful earning of credit for that period. These behaviors are:

1. Getting to class on time.
2. Beginning work immediately.
3. Exhibiting positive comments and actions.
4. Performing only appropriate activities.
5. Completing all assignments.
6. Returning materials at end of period.
7. Staying in area for entire period.

For each class period, six of the seven behaviors must be initialed by the teacher or aide in order for the student to receive credit for that period. One-half credit is granted for that period if five behaviors are initialed. A sample credit sheet is shown on Pages 2-18 and 2-19.

Results have been excellent. Each class period ended early enough to allow sufficient time for individual student-staff evaluations of the seven behaviors. Disruptive activity virtually disappeared, as students were reinforced by the verbal evaluation and assignment of credit after each period.

Occasionally, individual teachers have found it appropriate to institute a behavior modification program for the altering of a specific behavior of a student. For example, one student made negative comments to one teacher to the extent that it was impossible for the teacher to instruct that student. The teacher decided to keep a tally on the chalkboard of the number of positive comments the student made during class. The student noticed the marks, and finally asked about them. When the teacher explained that she was tallying comments that indicated the student recognized her worth as a human being, or comments that reflected respect for her knowledge of the subject, there was an immediate improvement in the student's attitude. It was possible to discontinue the tallying after a week.

Another student, upon entrance to Sunshine School, was found to display suicidal tendencies. She found several opportunities to hurt herself at school each day, and talked constantly of her unworthiness and desire not to live. The teacher devoted time during her preparation period to counsel this student. Each day, the teacher made a practice of asking the student if she had hurt herself at home or at school during the previous day, and asked her to try to come to school the next day

without having hurt herself at home. In addition, the teacher obtained a statement from the student each day that she would try to come back the next day uninjured, and reinforced this with her own definite statement that she would see the student tomorrow. By these methods, along with the diagnosis and recommendations of the diagnostic and counseling center, the student displays a more positive attitude.

The staff at Sunshine School has concluded that behavior modification systems, whether in a particular class, or for an individual student, have value in a program for drug dependent minors. At Sunshine School, experience has shown that in a whole-school situation, the younger and more socially immature students appear to find great relief in working under a behavior modification system, while older, more sophisticated students, who are already somewhat responsible, tend to resent it. It would appear, therefore, that the structure of any behavior modification system will depend upon many variables: the make-up of the staff, types of behavior exhibited by the students, instructional materials and classroom facilities available, and tangible rewards and privileges which are possible in terms of school policy and finances.

In planning any behavior modification program, the following procedures are suggested:

1. Determine specific behaviors which are desirable or undesirable.
2. Include different levels of behavior (each level to include new expectations and also incorporate elements of lower levels).
3. Identify alternative reward possibilities. (consult students).
4. Provide some method for students to monitor themselves.
5. Obtain staff agreement on arbitrary standards of behavior.
6. Set aside enough time for introduction of program to students.
7. Set aside enough time in each class for individual evaluation with students.

Positive Activities

- Touch each student affectionately. A warm pat on the back or tousling of the hair will do.

- Ask a student's advice in solving a problem; i.e., the best route to the beach or arranging the schedule for a field trip.

- Ask for student's help in hanging a picture or grading papers. Students should be praised and thanked for the work they do.

- Show a student an interesting article or beautiful picture in a magazine.

- Inquire about student's pets, brothers and sisters, or parents.

- Allow students to answer the telephone.

- Share your lunch with a student.

- Comment on a student's appearance - hair, clothes, jewelry, perfume, and so on.

- Take a student for a walk. Some shy students will be nervous at being alone with a teacher at first - invite someone else along with shyer students.

- Praise work they have done.

- Talk to students like an adult. In many cases, the only contact students have had with adults has been superficial or punitive.

- If a student calls in sick, say, "We'll miss you."

- If a student is having a problem completing a series of exercises, praise him when he finishes each part of the exercise.

- Put on a play for the community and display arts and crafts projects, or if some of your students are musicians, arrange a concert for other teachers in your district. In displaying projects, make sure everyone is involved.

- Let students have their own locker which they can decorate any way they want. If standards are imposed, make sure they apply to everyone.

- Have some students tutor other students.

- If students do not want to do what is suggested in the class, ask them to come up with an alternative, i.e., two students at Sunshine School approached a teacher and told him they would like to go to the beach for Discovery Class. The Teacher said, "Great." On another occasion, they did not want to do the suggested activity for arts and crafts, but did not have another alternative so they just sat for that period.

- Surprise the students by planning a special day once in a while. At Sunshine School, the teachers would cook breakfast before school started and surprise the students. Sometimes a special surprise activity was planned for the entire day. Other schools have assemblies that are primarily recreational. There should be recreation in drug dependent minor programs also.

- Bake a cake for a student's birthday.

- Print small cards that say, "Thanks for the good vibes." These are to be given by a recipient of a good vibe. This was tried at Sunshine and did not work, but it may have if more effort were put into it.

- Allow students to set school policy. At Sunshine, the students rearranged the entire school schedule one morning because they did not like it the way it was and the teachers had to adjust.

- Hang a sign on the wall that says, "Emerge. Be a Leader for the Discovery Class." The students can plan an activity and lead it.

- Hang a sign by your school entrance that says, "Can we help you today?".

COUNTY OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN AND ADULTS
AND
PUPIL PERSONNEL SERVICES

Sunshine School Point-Credit System

	MON.	TUES.	WED.	THURS.	FRI.
First Period - 9:00 -9:40					
On time					
Began work immediately					
Positive Comments & actions					
Appropriate activities					
Completed all assignments					
Returned materials					
Stayed in area					
Second Period - 9:40-10:20					
On time					
Began work immediately					
Positive comments & actions					
Appropriate activities					
Completed all assignments					
Returned materials					
Stayed in area					
Third Period - 10:40 - 11:20					
On time					
Began work immediately					
Positive comments & actions					
Appropriate activities					
Completed all assignments					
Returned materials					
Stayed in area					

Student's name _____ Date _____

Sunshine School Point-Credit System Page 2

	MON.	TUES.	WED.	THURS.	FRI.
Fourth Period - 11:20-12:00					
On time					
Began work immediately					
Positive comments & actions					
Appropriate activities					
Completed all assignments					
Returned materials					
Stayed in area					
Fifth Period - 12:30-1:30					
On time					
Began work immediately					
Positive comments & actions					
Appropriate activities					
Completed all assignments					
Returned materials					
Stayed in area					
Sixth Period - 1:30-2:15					
On time					
Began work immediately					
Positive comments & actions					
Appropriate activities					
Completed all assignments					
Returned materials					
Stayed in area					

Students must have six out of seven points to receive full credit for each period. Students will receive half credit if they have five out of seven points.

POINT SYSTEM EXPLANATION

You will receive one point for each item listed during each time period. All points will be marked at the end of each time period. The record keeper's decision is final. It is possible to earn 45 points per day. See the Master Schedule Board for the privileges you may earn.

ITEMS:

On time means that you have a chair and are in it at the proper place when an activity begins.

Stayed in area means that you did not leave your activity area for anything that did not have to do with the activity.

Positive comments and actions towards others means that whatever you have to say or do is helpful and does not tear down other's self esteem.

All activities appropriate means that you behaved correctly in the manner expected in a normal classroom. Things that are considered incorrect in the normal classroom include eating, drinking, and making noises which disrupt or bother others.

Appropriate activities in appropriate areas before school, after school, and during brunch means that you use designated areas for certain activities.

Cleaned up own area means that whatever you have been working with is in its proper place.

Did assigned task to standard means that you did not have to be directed to do a task over again during cleanup.

2.4 SUGGESTED CURRICULUM

Under Article 11, of the California Administrative Code, Title 5, provision is made for the establishment of day classes for drug dependent minors, as well as for the provision of home instruction. Section 3723 of Article 11 specifies the following with regard to curriculum for such day classes or home instruction:

> 3723. Curriculum. The program of study shall conform as nearly as possible to that in which the minor was enrolled prior to his assignment to individual instruction. The program may be supplemented by counseling, guidance and other specialized instruction deemed beneficial to the student.

Before the experimental program began, arrangements were made with other schools in Santa Cruz County to accept Sunshine School course credits. For the first year, the staff attempted to continue the specific courses in which a student was previously enrolled, and individual instruction was provided in the following courses:

- Physical Education
- U. S. Government
- World History
- U.S. History
- Mathematics Improvement
- Algebra
- Geometry
- Spanish
- English, Literature, composition
- Anthropology
- World Geography
- Music Theory
- Shorthand
- Typing
- Environmental Science
- Art.

This called for close cooperation between Sunshine School staff and teachers in the regular schools. Junior high and high school texts were borrowed, and assignments covered as much of the same material as possible, with individual staff assistance available to students when needed. While there was excellent cooperation between the Sunshine and regular school staffs, it became apparent that this procedure was too time consuming, and involved travel between too many schools to collect course data and texts. In addition, it was noted that many of Sunshine's students exhibited developmental lags in basic learning skills, such as reading, which made it impossible to provide instruction using regular high school texts. Therefore, in order to better meet the individual needs of the students, the Sunshine School curriculum has developed to include these general courses:

Social Science	(One teacher teaches Social Science and English; the other teaches Science, Mathematics and Physical Education; both teach Discovery (Group Process), and Arts and Crafts.)
English	
Mathematics	
Science	
Arts and Crafts	
Physical Education	
Discovery (Group Process)	

Each semester, the teacher and the student together work out instructional goals and objectives for each student. This procedure allows for flexibility and innovation, and takes into consideration the interests and capabilities of the students, while ensuring the course content will be covered. The student understands how he will be evaluated in the specific course.

Within these courses, a student may matriculate at his own level. If a student desires, he may take a course in poetry, for example, and pursue it during the general English class, since each

student works independently. Algebra may be taken during the athematics class if a student is ready for it, while other students work on basic arithmetic skills. The student's transcript will reflect the higher level course work.

Grades

The staff has felt that it would be important to de-emphasize grades. Therefore, Sunshine School has operated on a Pass-Fail Grading system, except for instances where Sunshine alumni have needed letter grades in preparation for college entrance. These letter grades are assigned upon request. Experience has shown that most drug dependent minors are interested only in earning credit, and there has been no opposition to the Pass-Fail grading system.

Individualization

While class instruction has obvious advantages, the key to educational and emotional improvement by drug dependent minors is individualization. Experience has shown that drug dependent students respond well to the individual attention involved in diagnosing and evaluating educational status. Student response has also been good to joint staff-student planning of educational activities.

By their nature drug dependent students need activities that are motivating and individually meaningful. Therefore, it is necessary to know as much as possible about each student in order to tailor his activities to his interests, as well as to his needs. The daily and weekly staff meetings aid the staff in this area. The instructional aides have proven invaluable in exploring areas of interest with the students and sharing helpful information with the rest of the staff. This individual attention to a student's needs and interests encourages the forming of close relationships between student and staff which appear to be essential in the increasing of the student's self-concept.

Remediation

Many drug dependent minor students appear to have reached sophomore or higher level in high school without ever having grasped some basic fundamental of reading or arithmetic. Having had no success, they have "turned off", and frequently express anger at some earlier teacher who did not respond to their questions. With individual attention, the student may start at the point where he "turned off" and rest assured that all of his questions will be answered and help will be provided immediately.

Students sometimes are so defeated by their need for remedial work that they are not able to undertake lessons which they consider "kindergarten stuff". No effort is made to force them to do so. Instead, the student is allowed to select from a wide variety of materials those which appeal to him. Any educational effort is encouraged. Gradually, experience has shown that the student will choose the materials which will help him to "take the next step".

2.5 EDUCATIONAL AND COUNSELING ACTIVITIES

Introduction

As previously stated, the original concept for the experimental program for drug dependent minors included the use of educational success in raising the self-concept. In order to do this, all educational domains were to be exploited, utilizing activities which were oriented to real life.

One such real-life, whole-group activity which has included aspects of all educational domains--cognitive, affective, and psychomotor--has been the school lunch program. Students and staff each have contributed money each week for lunches. Groups of students and staff members have taken turns planning and preparing the lunches (to please the tastes of the majority), and cleaning up afterwards. Students have developed and collected recipes, and have been encouraged to compile their own cookbooks. Results have been encouraging in terms of enthusiasm of the students, good food (usually) for little money, and practical learning. The students have had to plan ahead in order to have all food ready at a set time. Homemaking skills have been acquired in food preparation, nutrition, and budgeting. The staff has come to a better understanding of the out-of-school eating habits of the students. Students have a better understanding of the need for sanitation in food preparation. Communication has improved between staff and students, and interrelationships have improved among some students.

Activities in the Cognitive Domain

Bloom (reference 3) has identified the cognitive domain as that which deals with the intellectual processes of the learner. While it is closely interrelated with the affective and psychomotor domains, the cognitive domain deals primarily with knowledge, comprehension, application of the knowledge, sorting of its elements into new ideas, and evaluation.

While at Sunshine School an attempt was made to incorporate all three domains in educational activities, only those courses which are generally accepted as dealing with the cognitive domain will be discussed here.

Social Science

Current events is the base for this class, which is designed to be as much like a regular class as possible. Specific skill areas, such as map and globe skills, government and history units are included. (If a student needs the required course in U.S. Government or U.S. History, he works exclusively on that course during this period.)

In this class the instructor tries to develop reasoning and comprehension skills, by taking advantage of data which the student already has, but has not put to use, rather than drawing upon standard textbooks. The teaching-learning process includes: discovery, categorization, cause and effect relationships, synthesis and analysis of problems, and decision making. Much discussion is utilized, where reasoning and the drawing of logical conclusions are emphasized. Occasionally, references are used for obtaining or verifying data. Specific Social Science activities will be found in Section 2.7.

English

English is based on the philosophy that students should have a part in selecting their own focus and that they should generate their own ideas. Students may decide to read, write stories or poetry, work in workbooks, or publish a school newspaper.

Sunshine School students have exhibited a wide range of ability in reading, from primary to college level. However, most students tend to fall measurably below grade level in reading, spelling, and writing. Therefore, an emphasis is placed upon language development and improvement of vocabulary,

fluency, sentence structure and logic. Reading remediation also includes (1) analysis and synthesis of words, (2) basic phonics, (3) neurological impress methods, (4) the kinesthetic approach, and (5) the language experience method.

Experience has shown that drug dependent students frequently exhibit deficiencies in auditory perception. Thus, language development is also directed toward improvement of auditory receptive and integrative abilities, which improve abilities in following directions and in understanding others.

Basic to this approach is the idea that the students either select materials they want to work with or they explore their own interests, such as poetry. Both of these approaches allow for remediation as the students recognize not only what they want to learn, but what they need to learn. The teacher and aide guide students into activities and offer ideas. The students' resulting self-discipline and actual improvement indicate the success which individual remediation on a self-selection basis can have. Some specific English activities will be found in Section 2.7, starting on Page 2-60.

Science

Here, also, students may investigate any scientific area, according to their interests and abilities. Student work in general texts, use periodicals, and develop their own notebooks. The teacher functions as a guide and resource for assistance in individual projects. The student must be accountable for his time spent on any given project. Local ecology has been a favorite subject, including identifying of plants and animals living in the immediate area. A large garden area has proven beneficial. Cell division and growth, horticultural and agricultural techniques have been explored, and the tangible result of growing plants has been very positive reinforcement.

A follow-up to categorizing local plant and animal ecology is the making of microscope slides of organic

matter. Drawings are then made of the slides and further investigation of the species ensues, along with classroom discussion. Again, the tangible and visual result is an incentive for creativity on the student's part. Some specific science class activities will be found in Section 2.7.

Mathematics

Most students enter Sunshine School disliking mathematics in any form. Therefore, the instructor and the aide find ways to make mathematics as interesting as possible. Here, again, abilities have varied from third grade level through college level. For those below grade level, the problem appears to be a lack of self-confidence in basic arithmetic skills. Patient remediation and successful arithmetic experiences are required to overcome this block.

An attempt is made to make mathematics relevant to the student in his every day life through such means as: computing costs and quantities of materials for projects, e.g., painting, gardening, cooking, and budgeting.

It has been found that the parallel development of remediation skills with the introduction of new material, such as algebraic concepts, tends to uplife the student's self-esteem and self-confidence. Peripheral mathematics areas, such as probability, have been used in real life situations. For example, the instructor, and aide, and students developed a probability game using ping pong balls. A number of ping pong balls were collected, with a limited number colored. In order to participate, the student was required to calculate his chances of choosing one of the colored balls while blindfolded. Then the blindfold was applied and the ball chosen from the bowl. The student was rewarded with pennies or tokens upon choosing one of the rarer balls. Specific mathematics activities will be found in Section 2.7.

Drug Education

Experience at Sunshine School has shown that drug dependent minors will not accept information concerning the effects of certain drugs when such information is presented in films designed for the purpose of drug education. Neither will they accept it from a teacher who has had no personal experience with drugs, although they will listen respectfully concerning the data established by research when related by a "straight" teacher they respect. Indeed, it appears that drug dependent students have had so many first-hand experiences with drugs which run counter to the supposed results of research, that drug education with such students is very difficult.

The most positive learning appeared to take place in non-judgmental situations where there was free give-and-take between students and the young teacher who was most aware of drugs. At other times it seemed best to avoid the subject as much as possible, emphasizing and encouraging the positive aspects of other activities.

It was discovered early at Sunshine School that it was best to discourage the general discussion of drug use, since by just reminiscing some students were able to "turn on", and to take others with them. Drug education, therefore, is an incidental and individual activity, which takes place only if requested by an individual student. Such requests usually are directed to the staff member who had had experience with drugs. The program has developed a handout of drug information that may be distributed to those students who request such information. This handout is included in Section 4.4 - Dope for Students.

Health Education

Drug dependent minors do not appear to be overly concerned about their health. Such a student exhibits a predominant present-time orientation, with inclinations to "live for the moment," which contributes to a less than optimum state of health. Drug dependent students experience frequent colds, exhibit little resistance to infection, and are inclined to adopt fad diets which sometimes further limit their vigor.

In addition to a lack of planning concerning general health maintenance, some drug dependent students are sexually irresponsible. The changing moral values in today's youth are exemplified in the drug dependent minor population. Therefore, it has proven to be important to have references available on such subjects as veneral disease and the facts of life. The public health nurse for the County Office of Education also arranged for the showing of several films (with parental permission) concerning venereal disease and sexual responsibility. Each film was shown at least twice, with plenty of time allocated for discussion, in which all staff and students participated. The staff was gratified to observe the concern and objectivity of the students when these subjects were presented in a factual manner.

Several students were encouraged to visit the V.D. Clinic at the County Hospital, and nearly all the girls took advantage of opportunities to consult the public health nurse on a variety of sex-related problems. Students were assured by all staff members that their inquiries would be treated confidentially, with the result that requests for information were frequent.

Counseling Activities in the Cognitive Domain

At times, students at Sunshine School and their families have appeared to need purely factual information. An on-going counseling activity has involved the providing of such facts. For example, at times, students have not been clear as to their status with respect to the law. There have been instances where students have not known for certain whether or not they were on probation, and all have been interested in the rights of juveniles. (Reference 13)

Jobs are of great interest to students, so another fact-oriented counseling activity involves the

administering of vocational interest inventories, and the arrangement of vocational aptitude tests with the Department of Human Resources, as well as securing information on skill requirements for specific jobs.

Inasmuch as most drug dependent students have missed one or more semesters in school, they are most interested in their status in regard to course credits. One important counseling activity, therefore, is to advise students concerning their credits, and whether or not they have evidence in their files of having completed the required courses, such as U.S. Government. Most students do not know how many credits are required for graduation, nor are they aware of the alternatives available if they have too few credits to hope for normal graduation within the (for them) foreseeable future.

Activities in the Affective Domain

Introduction

Bloom (reference 3) has identified the affective domain as that which deals with emotional processes such as feelings, interests, values, and adjustment. Research has shown that growth in cognitive skills, especially, is enhanced when learning is accompanied by experiences in the affective domain. Activities which help the student to assess his emotional and social behaviors, and to alter them, lead to growth in making constructive decisions for living. Moreover, affective education is not divorced from the cognitive and psychomotor domains, but serves to strengthen them. Bringing affective, psychomotor and cognitive domains into play in educational activities builds a framework within which the student can feel himself operating to his fullest capacity, and can recognize that all aspects of his being effect growth or lack of growth in all other areas.

Special attention to the affective domain is indicated for drug dependent students who exhibit a particular set of deficiencies in feelings, interests, values, and adjustments. A representative sample of fifteen Sunshine School students who participated during the Spring Semester, 1972, in the California Psychological Inventory, has indicated the following:

1. Overall pattern of all scores was below the mean, indicating "significant" difficulty in their inter-personal adjustment. (H. Gough, CPI Manual)

2. Pattern of the four major subsections, in reference to the Sunshine mean, indicate:

   a. Above average inter and intra personal adequacy (I) and in broad attitude towards life (IV).

b. Below average observation of social norms and values (II) and academic and intellectual endeavor (III).

3. Communality in peak scores indicate:

a. High peaks (Standard scores x=50, S.D.=10)

(1) Fx=Informal, rebellious, idealistic, assertive, egoistic; highly concerned with personal pleasure (N=11, X 63.2).

(2) SP=Clever, imaginative, informal, spontaneous, active; having an expressive nature (N=4, X=60.9).

(3) SA=Demanding, aggressive, self-centered; persuasive and verbally fluent (N=4, X-61.0).

b. Low Peaks (Standard scores X=50, S.D.=10)

(1) Re=Immature, moody, lazy, changeable; as being influenced by personal bias, under-controlled and impulsive (N+4, X=13.5).

(2) Wb=Unambitious, leisurely, awkward, cautious, apathetic; as being self-defensive and constructed in thought and action (N+4, X=9.7).

(3) SO=Defensive, demanding, opinionated, resentful, stubborn, headstrong, rebellious, undependable, deceitful in dealing with others, and given to excess exhibition (N=3, X=19.0).

Summary

A composite personality would suggest a person who is immature, highly rebellious, insecure and self-centered with a flair for imaginative and informal behavior. This suggests a behavior reaction to parental abandonment, covertly, with a concomitant lack of adult identity, hence a lack of super-ego development. The parental abandonment is related to the emotional needs of the "child" which caused a counter rejection of "adult" behavior and a seeking of identity within a peer-age group. If the peer-age group is a further rejection of "adult" role and can cause pain to the parent, so much the better.

William Norris, Psychologist.
County Office of Education

Many high schools today recognize the need for affective development and offer courses designed to give students insight into the human psychological make-up and human adjustment problems, as well as to encourage positive communication and relationships with others. Such courses receive high school credit and carry such titles as "Psychology" (as at Opportunity High in San Francisco), "Family and Community Living," (as at Soquel High School in Soquel), and "Senior Problems" (as offered at Watsonville High School, Watsonville.) Because of the needs exhibited by Sunshine School students, it was decided by the staff to designate one period each day for the specific purpose of trying fo fill some of these needs. This class has been called "Discovery (Group Process)", and commonly has been referred to as "Discovery Class".

History of "Discovery Class"

While the original project expected that positive rewards and successful academic activities would raise the functioning level of drug dependent students, it soon became apparent that more emphasis on the affective domain was needed. It was noted that time was needed for the whole group to concentrate on individual and group awareness, group interaction, and positive communication skills, both verbal and non-verbal. Students also exhibited little skill in making realistic decisions about their lives, and demonstrated a distinct lack of consistent values.

A review of the literature on affective instruction revealed considerable disagreement about what non-cognitive education is or should be, and there were few available recorded affective instructional methods or activities. Therefore, most of the affective activities at Sunshine School were developed by the program staff.

"Discovery Class" evolved from a staff and student group discussion which was held every day during the 1970-71 school year. Students and staff members then set aside fifteen minutes daily to discuss problems they were having in the program or problems outside the program. This period, in which student participation was a major factor, served as a platform to develop and change school policy and procedures. Also, a psychologist from the Department of Mental Health came for an hour once a week, to conduct a "group dynamics" program. It was found that these group sessions were more successful when a participative activity was planned which focused on problems which were common to most students. The drug dependent students tended to withdraw and to be apathetic in non-directive group-counseling-type sessions. It was also found that there was little carry-over from week to week. Therefore, the staff began to experiment with whole group activities which would engage each student in a more structured process directed toward some aspect of self-awareness or successful communication. For example, it was difficult for a student to remain uninvolved when each class member was directed to write a personal note to each person in the school (including staff members, who did the same), when he knew that he too would receive a personal communication from each person which must be then answered.

The success of some of the specially-planned activities led to the students requesting follow-up activities on a more frequent basis. As a result, "Discovery Class" became a daily experience for the year 1971-72. In view of the students' interest in obtaining credits, it was decided to make "Discovery Class" a part of the curriculum, required for every student, and to give high school credit for the subject.

Description of "Discovery Class"

"Discovery Class" included the whole school -- all students, aides, and teachers, including the Head Teacher-Counselor whenever possible -- who met in the largest classroom. This room contains a 9 x 12 rug as well as several large tables. Depending upon the activity planned for the day, students and staff members sat around the tables or sat on the carpet. On warmer days, "Discovery Class" was held outside on the lawn. Instructors took turns in leading the class, after planning with other staff mumbers in the daily staff meeting. Once in a while, students thought of areas they would like to explore, and planned and conducted the class themselves. A planned activity was sometimes finished in one day, and sometimes continued for two or three days or for a week.

Participation by students varied according to their backgrounds. However, even the most reluctant student was pressed into participation by his peers. Sometimes activities were tried that some students felt were "to babyish", but which other students reacted to favorably.

In all fairness, it must be said that all activities planned for "Discovery Class" were not successful. When such an unsuccessful activity took place, the students let the staff know about it in short order, and their help was sought in evaluating and planning for any changes.

Purpose of "Discovery Class"

As previously stated, the original instructional objectives in the affective domain were:

> Within the affective domain, utilizing appropriate positive modifiers, define and describe for each student psycho-educational objectives to

extinguish one or more specific problems or maladaptive behavior which interfere with the student's learning or adjustment. This objective will be reached by seventy percent of the students by the end of one year's placement. Criteria will include: (a) duration of attention to assigned tasks; (b) frequency of positive response to authority; (c) frequency and promptness of following instructions; (d) frequency of completing tasks; (e) frequency and degree of disruptive behavior; (f) acceptable rate of school attendance; (g) a positive feeling of self-worth.

Along with Behavior Modification systems and activities, "Discovery Class" developed in an effort to deal with the "specific problems or maladaptive behavior which interfere with the student's learning or adjustment." Depending upon the needs of the individual students, at any particular time, "Discovery" activities were developed for the following purposes:

To use the inductive process in learning human psychological needs.

To help students understand themselves and their motivations.

To explore ways of behaving for more effective relationships.

To explore and develop a realistic value system.

To discover and identify their own feelings.

To provide joyful experiences for students who need to learn how to play.

To give students "feedback" concerning others' perception of their actions.

To give students an opportunity to learn acceptable ways of expressing affection.

To help students understand their own family relationships; as well as their roles within their families.

In carrying out "Discovery" activities, staff members, also, have been encouraged to examine their own values and expectations.

Basic Philosophy of "Discovery Class"

The "Discovery Class" has been a direct outgrowth of the basic positive philosophy under which the experimental program for drug dependent minors was developed. While students responded whole-heartedly to the positive educational and counseling approach, with the addition of a second class and more student interrelationships, the need appeared for more effective ways to deal with negative aspects of students' lives. The staff regarded each student as an individual worthy of dignity and respect, and exhibited an optimism that drug dependent students could change well-established habits, if they understood what had caused the habits to develop and had some realistic expectation for a satisfying future. Each staff member, in his own way, had been involved in a variety of endeavors directed toward increased awareness, congruence, and an ever-widening consciousness. Each staff member had experienced some success in these endeavors, and was still involved in an on-going exploration. As a result, staff members were able, in a non-judgmental and accepting manner, to participate in students' exploration of the human psychology, as it applied to themselves and those around them.

Jones (Reference) in Fantasy and Feeling in Education, has stated:

> In the preceeding chapters I have tried to put the case that curricular innovation.....has posed just such a wider range of educational problems; that in solving these problems, neither instruction, as we know it, nor therapy, as we know it, will suffice; that an as yet crudely perceived synthesis of these crafts will be required. A synthesis that respects the fundamental similarities and differences of teaching and treating.....that understands and builds on the subtle interplay between anxiety and creative thinking.....that is mindful of the course of emotional growth.....and its linkages with the parallel courses of cognitive and social growth.....

> .....let there be no mistake about it: it will be neither Bruner, nor Kubie, nor I nor all the curriculum coordinators and psychological consultants currently at work, or in training, or yet to be born, who will do ultimate justice to these challenges; it will be the teachers, working alone and in small informal task forces, who will do the job--and, more often than not, with precious little reward for their efforts, save the intrinsic satisfaction of being more competent teachers.

Sunshine School teachers and aides have experienced such intrinsic satisfaction. During the year 1971-72, "Discovery" became the class most talked about by the students at home and at other out-of-school functions. Subjects and areas uncovered and explored during this class often were further explored through individual staff-student interaction and counseling, as well as in other classes such as English or Social Science. The staff has felt that as a result of the emotionally close-knit group the School has become, students have become better able to learn academically, as well as in other areas of their lives.

Valuing

Dr. Richard R. Blum, of Stanford University, has identified five key factors involved in the heavy drug use of white middle class teenagers. These factors are: (1) family income, (2) political and religious beliefs, (3) attitudes toward authority, (4) parental attitudes toward youthful rebellion and self-expression, and (5) parental use of alcohol and drugs. Four of these factors would appear to involve the area of value development.

Drug dependent students at Sunshine School have exhibited marked underdevelopment of value systems. Most students have had some experience with law authorities, and profess contempt for the law and its enforcement. Sunshine parents seem to have this same contempt. Also, some parents have given their children a great deal of freedom. Other students have rebelled against family attempts to restrict their behavior, with the result that parents have abdicated supervisorial responsibilities. Students appear to do as they please, some even leaving home to live with friends (at the age of fifteen or sixteen) with tacit parental approval. A high percentage of families of Sunshine School students have included one or more alcoholic parents and/or other relatives.

The changing teen-age morality structure in the country is also exemplified in the drug dependent minor population. The need for an examination of sexual responsibility has been apparent, as has the need for general exploration and development of values in other areas.

While specific activities in "Discovery", Social Science and English class have been devoted to the development of values, the process of valuing has been an integral part of every activity of the experimental program. Value development has been a part of the on-going life of the school, with staff members voicing and living their own values wherever possible, in order to serve as models for students. In staff-parent meetings, values have

been explored in an effort to help parents understand their children and the changing values of today's youth. In addition, it has been helpful to the staff in understanding certain students to become more acquainted with the values of their parents.

Several districts in California have been experimenting with the role of value development in education, and particularly for the purpose of preventing drug abuse. Two districts with which the Santa Cruz County Office of Education has had workshops this past year, and in which staff members from Sunshine School participated, have been the Coronado Unified District at Coronado, California, directed by Dr. Marvin Benzley, and the Alameda County School Department, directed by Orle Jackson.

Coronado's valuing curriculum is based on the work of Harold Lasswell, who spent twelve years investigating other cultures in order to discover what each culture considered important. Lasswell lists the following eight categories as universal needs: Affection, respect, skill, power, wealth, enlightenment, well-being (both mental and physical), and rectitude (responsibility).

Rucker (reference) has adapted these categories to education. Instructional methods include discussion, role-playing, socio-drama, and simulation, as well as the taking advantage of opportunities in such classes as English, History, Social Studies, to relate course content to the eight value categories.

References: Rucker, W. Ray, et al, Human Values in Education, (Dubuque, Ia: Wm. C. Brown Book Company, 1969)

Coronado Unified School District, Coronado, California.
Teachers Guide to the Coronado Plan, Secondary Level 9-12, 1971
Secondary Level 7-8, 1971

Instruments used: Murphy Inventory of Values (K-6)
Carney Risk-Taking Attitude Questionnaire, (7-12)

The Alameda County School Department provides in-service training for teachers in guiding the valuing process. It has published a curriculum guide, Now You Get Together, which includes this process, which may be obtained by writing to :

Orle Jackson
Coordinator of the Drug Education Center
Alameda County Office of Education
224 West Winton Avenue
Hayward, California 94544

Counseling Activities in the Affective Domain

The area of counseling is an important one for a drug dependent minor program. From the time the student enters the program, it appears to be important for him to have someone on hand to relate to, especially during difficult periods of out-of-school life. Since he displays apathy, has given up hope of coping with life, and has many problems with his family, as well as being behind in his school work, the drug dependent student needs as much stimulation and prompt attention to his problems as he can get. For these reasons, the staff at Sunshine School encouraged counseling activities on the part of all staff members -- teachers, aides, volunteers, and, when available, the school psychologist and the public health nurse.

It is important that the teachers, especially, have some counseling skills. It has become apparent that the close rapport necessary for good counseling often comes into existence through the teaching-learning process. Although during the 1971-72 year there has been a Head Teacher-Counselor, all members of the staff, including the aides have been utilized in the counseling process, if only for listening purposes. At the daily and weekly staff meetings, problems and information have been shared so that any of the staff could react helpfully to the student in the day-to-day program.

Because of the variety of counseling approaches used by the three teachers, certain students related better to one teacher than to another, in which case the counseling "ball" was carried by that person. One teacher was more familiar with the philosophy and techniques of Carl Rogers, who wrote about and advocated "Client-Centered Therapy". Another had undergone "transactional analysis", as conceived by Eric Berne, and made use of his concepts of behavior in terms of three ego states, "adult", "child", and "parent". One teacher was young and had had some experience with drugs. He appeared to be able to understand and sympathize with drug-related emotional problems, so that almost all drug counseling and interviewing was performed by that teacher.

Because of transportation problems, attendance and punctuality was a problem. The students were asked to be responsible enough to get themselves to school, frequently without help from their families, and to get there on time. By their nature, this was difficult for them. However, through constant counseling, and by making the school program as interesting as possible, it was observed that the students were able to meet the attendance requirements a great deal of the time. In working on this problem, the role of the Head Teacher evolved into a kind of super-parent, performing functions which parents sometimes had abdicated in the area of their children's responsibility.

As a whole, the staff operated somewhat along the lines of Glasser, whose ideas concerning reality therapy seemed to fit many of the situations at Sunshine. Immediate confrontation of any undesirable behavior was attempted. Depending upon the situation, one teacher would counsel the student, or the whole school might drop what it was doing to come together to consider the problem. It was observed that the most growth occurred when a sort of "creative tension" was formed by one or more of the students breaking a basic rule, such as smoking marijuana. When this action was confronted immediately, with parents called to meet with students and teachers, a great deal of family counseling was accomplished. Students experienced a sense of relief at having it all brought out in the open, and parents sometimes faced for the first time their children's feelings about them and about drugs.

In some cases, students' problems have seemed insurmountable. In such cases, it has proven beneficial for one teacher to spend time each day with the student. Transactional analysis has been used as an individual counseling mode for two students. Grossly simplified, the process is as follows: the student determines what he is doing that interferes with the life he would like to lead. He then is led to discover the early situations in his life that evoked those feelings and behaviors. Having determined the original "scene", he can reenact that scene, discover that his original learning is no longer appropriate, and that his "adult" can make new decisions about his own life. By using techniques which analyze behavior in terms of the "parent", "adult", and "child", ego states inherent in every transaction, the student can monitor himself and others, thus keeping himself out of the traps described in Berne's "Games People Play."

When students want to solve their problems, and when help is available, solutions come more easily.

Parental Involvement

Because of the complexity of the social and emotional problems exhibited by the students, it became apparent early that there could not be too much counseling. Parent-student counseling was initiated upon referral of the student to the program. Members of the staff kept each other informed of all aspects of the students' lives, and parents were contacted by telephone and by home visit, as needed.

Parent-staff meetings should be held at least monthly. Because of students' resentment at being left out of parent-staff evening meetings, a second type of parent meeting developed where students accompanied parents and were involved in discussions.

A major part of parent or family counseling has consisted of apprising them of services available through the various community agencies, and of helping parents arrange for those services.

Counseling the Drug User

There are many private and public programs that provide counseling for drug users. Counselors in these programs have in time identified special attributes of drug users and which counseling techniques are most effective. Information for this discussion on drug counseling was obtained in part from an interview with Don Noord (Reference 10), a counselor with the Do It Now Foundation, a Santa Cruz drug treatment and counseling organization, and from John Frykman's book, A New Connection (Reference 7).

In general, drug users are counseled like any other student with a problem. Techniques must be modified though to suit the drug users culture and values and the long-and short-term effects of the drugs he has taken.

The use, purchase, sale of, or possession of drugs by a young person is obviously a crime. To abuse drugs requires that the drug user behave like a criminal and that he become involved in a criminal sub-culture. The heavy drug user must be cunning and manipulative; he must learn to lie and conceal his emotions in order to disguise his drug use from parents, teachers, and even his friends. In time, many drug users can learn to manipulate counselors and therapists. Counselors in drug dependent minor programs will have to learn to deal with this manipulation.

It is necessary for the counselor to recognize the values of drug users and work with the student from his own values, not from where the counselor would like him to be. Drug users tend to value immediate pleasurable experiences rather than aggressively working towards the attainment of a future goal or thinking about the past. These values and associated thinking and behavior can be exploited by counselors. The drug users interest in immediacy means that he is highly susceptible to change and ready to experiment with new lifestyles and living environments.

On the other hand, drug users view problems in terms of form and texture rather than content; they really do not develop a point of view. When a drug user responds to a problem in a manner that can be interpreted as being irrational, it may be that he is responding to an array of events that he associates with the problem rather than thr problem itself. The counselor must therefore, spend time clarifying problems and presenting alternative solutions. This should include describing the logical extension of his actions.

Many drug users are also essentially very anxious and have constructed defenses with which to defend themselves against anxiety. John Frykman discussed four common defenses in his book, A New Connection:

Bargaining - An exaggerated need for explanations... "Can you give me a good reason why?"

Submissiveness - He hopes to win love and friendship but is never sure that he has done so.

Power - An insatiable urge for power to protect himself, but there is never enough power to protect him from getting hurt.

Withdrawal - He detaches himself emotionally from others. This commonly takes the form of being really "cool" or "low riding".

One way to deal with these defenses is to expose the anxious student to activities that will draw him out and to reward him warmly when he does expose any real feelings. Students should not be shocked or threatened to change their behavior. The student should not be forced to open up.

The counselor should not allow the student to project the characteristics of other people on him. The student may view the counselor as a father figure, a hero, or a lover. The counselor must especially beware of psychologically acting out the role that the student wants him to.

Counselors must also be prepared to be effective in crisis situations. In these states the drug user is in a highly open and volatile state and may be destructive of himself and/or others. At these times, the counselor must, in effect, take control of the drug user's life and guide him through the crisis. The crises may be entirely drug related such as a bad trip, psychedelic flashback, hangover, overdose, or withdrawal. As a result of the influence of some psychedelic drugs, a person can become temporarily, very paranoid or behave as if he were mentally deranged. This state of mind is known to drug users as a bad trip or a bummer.

Someone on a bad trip may feel as if he has lost contact with his mind and body and has no ability to control his actions. It is as if his awareness has become separate from his ego and body. If he tries to fight this separation and hold on to his ego, the experience can be terrifying. To overcome this terror the drug user must surrender to the drug effects. A user may also become terrified by visual or auditory illusions, his lack of speech control, or the physical side effects of the drug such as chills, rapid heart beat or tremors in his hands or neck. It is possible to calm someone down who is on a bad trip. Some techniques are:

- Emphasize that the drugs effects are temporary.
- Be calm - he is sensitive to emotions to a higher degree than normal.
- Don't be afraid yourself, no matter what happens.
- Don't belittle him or his problem, but nevertheless, play it down by saying, "Well, you've taken some bad dope this time but thousands of people have been where you're at and by tomorrow you will be walking around like anyone else."
- Hold his hand - encourage him to experience in the "here and now", the warmth and energy flowing between the two of you.
- If necessary, and if he wants to go, take him to the emergency ward at a hospital where he could be given a tranquilizer or a sleeping pill to bring him down. Or take him to the drop-in center or crisis center of a good drug treatment program.

The psychedelic flashback is a reoccurence of a psychedelic experience which to some people is terrifying. The procedures above would apply in calming a person during a flashback.

The effects of many psychoactive chemicals continues long after use has been discontinued. The drug user may feel violent, anxious, confused, paranoid, or lethargic for weeks after stopping drug use. Inasmuch as these symptoms are chemically caused, counseling generally will be ineffective. Efforts should be made to promote stability and furnish support until the chemical effects wear off. Typical after effects of the long term abuse of certain drugs are:

Barbiturates - For the user, everything is an intolerable hassle, problems that were avoided while on the drug are now very real.

Amphetamines - The user is intensely anxious and hyperactive.

Psychedelics - The user has trouble organizing thoughts and trouble in finding words. He appears withdrawn and is possibly depressed.

Marijuana - A mild hangover sometimes follows marijuana use. It is characterized by lethargy.

Alcohol - The user may have a headache, queasy stomach and in severe cases, delirium tremens.

Overdoses should be dealt with by a physician or other trained person. Such situations should be reported immediately to a hospital. Some first steps to take during an overdose are:

- If he is not awake, take him directly to a hospital.
- If he is awake, try to find out what drug he has taken, how much he took, and when he took it. Give this information to the doctor. If the drug was a barbiturate, try to induce vomiting. If the drug was heroin, try to keep him awake by dousing him with cold water or rubbing him with ice.

The last type of problem that is directly introduced by a drug is withdrawal symptoms. These occur when a user discontinues the use of drugs such as alcohol, barbiturates, opiates, and instances where drug abuse has been extreme, amphetamines. Withdrawal from these drugs must be done with a physician's supervision. This is especially true for bartiturates since dangerous convulsions often accompany withdrawal from this drug. Withdrawal from barbiturates resembles the delirium tremens that accompany withdrawal from addiction to alcohol. The person will be sweaty, afraid, and tremulous. The amount of barbiturates must be slowly decreased. Heroin withdrawal requires considerable support. The addict experiencing tremors sweats, his eyes and nose run, and he may vomit. His muscles ache and he may have abdominal pains and diarrhea.

The counselor should attempt to discover the drug use patterns of each student. To do so the counselor must respect confidentiality. He must convince the student that he can be trusted, and that the student will not be punished for what he reveals. The counselor should try to determine when the student is going to go on a drug using spree. He should try to find out if the student takes drugs when he is feeling good to celebrate, or when he is feeling badly to drown his troubles, and with whom he takes drugs and in what places he commonly uses drugs. The counselor can then intercede with a positive action to try to steer the student away from a drug spree before it happens.

Experience at Sunshine School indicated that drug use increased when students were having major problems at home, during long weekends, and over the Thanksgiving, Christmas, and Easter holidays.

The counselor should encourage the student to talk about his individual drug scene to learn how the student buys drugs, how he uses them, and what his friends are like. Counselors should be sure they know what they are talking about when they talk to students about drugs and should avoid generalizing

from what they know about one drug and its use to other drugs and their use. They should not be afraid to ask questions in an attempt to learn about the specifics of drug use from the students.

In summary, the counselor should create a good relationship with students. He should sincerely respect the students' values and care for him as an individual with his own set of problems. He should attempt to give the student positive support while clarifying and stressing the student's strengths, issues, and problems. The counselor should work on the most evident needs of the student and remain aware that the student may attempt to second guess him and manipulate the counseling session. The counselor should avoid underreactions to a student's problems. There are times when he will need support and may interpret inaction as a lack of concern. The counselor should be accessible to his students and be willing to work with them after school hours. He should be willing to be called at home. Finally, the counselor should remember that much of a student's behavior is drug-related and that he must discover the student's abuse patterns.

The characteristics of the counselor is the most important determinant of success of a counseling program. The counselor's characteristics are more important than the techniques or strategies that he uses. Like the student, the counselor must be willing to grow and change. He must be counseled himself. It is important that a counselor be congruent: his behavior must reflect what he actually feels. He must win the respect of his students.

Activities in the Psychomotor Domain

Introduction

Bloom (reference 3) has included activities in the psychomotor domain as those which place emphasis on motor behaviors involving neuromuscular coordination. While such behaviors are also important in the cognitive and affective domains, the subjects Physical Education and Arts and Crafts will be considered here.

Physical Education

Research has shown that students with learning problems perform better when they participate in some vigorous physical activity each day. Also, students who have been using drugs and have become physically inactive respond well to a regularly scheduled physically active period, although there is usually initial resistance. Occasionally a student has come to Sunshine School with a letter from a doctor or psychiatrist excusing him from physical education for emotional reasons. When this has happened, the student has been encouraged to join the class, but no pressure has been applied. In each instance, the student has come to enjoy the physical education class and to participate in it daily. The Sunshine School teachers have found that better learning takes place following vigorous activity.

Most students have entered Sunshine School with an intense dislike of physical education class. At Sunshine, facilities have not permitted the taking of showers. This has been found to be an advantage. Apparently, "dressing for gym" and taking showers in groups have contributed to students' dislike of this class. The lack of competition, with opportunity for all to participate, has resulted in students sometimes finding themselves becoming proficient in games they have hated before.

Teachers and students agree on the physical education activity each day. Volleyball is played a major part of the time, but touch football, hockey, soccer, and baseball are also favorites. Fitness tests

have been performed and evaluated, at the students' request. The staff and students strive for positive comments only. A friendly competition has developed which furthers the closeness of the group. A closer rapport has been established between staff members and students, since teachers and aides participate in the class.

In addition to providing physical activities which are fun and exhilarating, the staff has found that they obtain some clues to perceptual problems through physical education, and that such activities have actually helped remediate such problems.

Rainy day activities have been a special problem, due to a lack of adequate facilities. All staff and students have offered suggestions for such activities. Two of the students became interested in Yoga, and would lead the class in these quiet, but vigorous, exercises. Occasionally, a spontaneous adaptation of a more vigorous sport was proposed. Such a sport was the "broom hockey" which took place in the back room of the school on one rainy occasion. Equipment needed included brooms plus some kind of a ball (whiffle-ball, flat volley ball). Two teams line up on either side of the court; a referee calls out two numbers, one odd and one even; the appropriate students respond to the numbers and run to the brooms, pick up a broom and attempt to hit the ball through the goal. (One student acts as goal-keeper using a broom to protect the goal.) The game may also be played with full participation of both teams, including assigned positions -- forwards, guards, and centers.

Arts and Crafts

In some cases there is an inability to accept success in the production of craft items, with a tendency to destroy what has been made. Apparently, some drug dependent students have never experienced much success in art. Experience in art seems to mirror their self-concept. It has been difficult, in some cases to convince students that what they are doing is good.

Some drug dependent minors possess an unrealistic appreciation of their artistic abilities. Depending upon the individual's school history, he has felt either (1) that he is extremely artistic, or (2) that he has no artistic ability at all. The truth usually lies somewhere in between.

In arts and crafts, also, the staff has maintained a non-judgmental encouraging attitude. Students were encouraged to explore different media. In some cases, where students appeared to be completely disorganized, a problem was presented for the student to solve, within certain restrictions, such as "use only straight lines," which emphasized one or two principles of good design.

Students choose their own activities but are required to plan, execute and evaluate. Instruction (sometimes by students) has been offered in the following:

Wood working	Sewing	Mosaic
Leather working	Collage	Art weaving
Candle making	Stitchery	Sculpting
Macrame	Knitting	
Painting	Crochet	
Ceramics	Wood carving	

Also, repairs and improvements to the physical plant have been accomplished by the students during arts and crafts class.

2.6 INSTRUCTIONAL SUPPLIES

This section includes a list of instructional supplies that the Sunshine School teachers have found especially useful. These supplies are grouped according to appropriateness to various subjects. The list of supplies follows:

English

1. Scholastic magazines: Scope, Voice, Art and Man - All three magazines are used extensively and provide material to cover all bases for English and reading. Multiple subscriptions for Scope and Voice are needed.

2. Newspapers - No drug dependent minor class should be without several daily papers as they provide material for developing reading skills and newspaper analysis. They are also used as a basis for the social studies class.

3. Language Master - This is invaluable because it is essential for very basic auditory discrimination and phonics reading and also for teaching the basic Dolch sight words.

4. Typewriter - Students use the typewriter when writing dictated stories, poetry, and letters. Reading and spelling improved tremendously.

5. Cassette Tape Recorder - This is used for language development as it allows students to dictate observations and thoughts, to gain confidence in their spoken language, and to read their own prose and poetry.

6. Film Projector - This is probably one of the most important items to have and should be basic equipment so the teacher can have it exactly when needed. Films are used for

Film Projector (cont'd) - supplemental instruction, affective activities, inspiration and fun.

7. Clue - This game is excellent for developing reasoning power, and especially for becoming aware of the steps in reasoning.

8. Probe - To win this game students must become aware of logical letter combinations, prefixes, suffixes, etc. It also improves word synthesis/analysis skills and spelling.

9. Concentration - This game improves visual memory, language decoding and encoding, and the ability to draw conclusions.

10. Go to the Head of the Class - The students especially enjoy this, as they do most games. This particular game simply gives lots of extraneous information.

Social Studies

1. American History, World History and Social Studies Study Lessons (Follett Publishing Company, Chicago) - These are good materials in that they teach in straight-forward, easily done lessons, the standard subject matter concepts.

2. Eurocards - Americards - These are excellent for developing visual perception and initial success experiences with grography.

3. SRA Map and Globe Skills - These help the student gain confidence in his ability to do academic work and learn specific skills in map reading.

4. Newspapers - See English.

5. Film Projector - See English.

Math and Science

1. California State Series - Plants, Insects, Mammals, and Probability text (California State Department of Education, Sacramento) - The Probability text, which teaches how to judge the probability of events is used more extensively than the other three, but all prove to be useful.

2. The Visible Man - Because of the visual stimulation and the student's chance to work with his hands, this model proved to be invaluable in the unit on the human body.

Discovery

1. Video tape recorder - This equipment is excellent to use in role playing, drama, and many other discovery activities.

2. Felt tip pens - Somehow the markers encourage free expression that the students cannot get from other media. A minimum of five pens per student is recommended.

3. Organ and piano - Everyone uses and enjoys these instruments, learning the basic chord progressions and how to relate to others through music.

4. Film projector - See English.

5. Clue - See English.

6. Go to the Head of the Class - See English.

Arts and Crafts

1. Sewing machines - All of the girls and several of the boys learn to use the machine easily and experience satisfaction through repairing sleeping bags, patching and constructing clothing, and covering pillows for the classroom.

2. Candle-making supplies - Candle making is one of the most successful activities. The students cooperate well, learn from each other, and learn the techniques of making candles from commercial molds and sand casting.

3. Macrame - More successful last year than this, this craft teaches knotting design.

4. Woodworking tools - These tools are used almost constantly. The students draw plans and make the items and learn to use and care for basic tools.

5. Felt tip pens - See Discovery.

6. Organ and piano - See Discovery.

Other recommended items include:

7. Potter's wheel

8. Small loom (yarn, etc.)

9. Leather working tools

10. Paint.

11. Clay.

Recreation and Physical Education

1. Ping-pong - This is an especially favorite game for the students and teaches them coordination, fun, and fair play. The table is in almost constant use, helping us to attain our overall goal of constructive use of time.

2. Other sports equipment, e.g., volleyball set, baseball bats, balls.

3. Musical instruments (guitar, piano, organ) - See Discovery.

4. Concentration - See English.

5. Go to the Head of the Class - See English.

2.7 INSTRUCTIONAL ACTIVITIES

The activities included in this section were developed primarily by the Sunshine School teachers, Burnis Lyons, Joan Thigpin, and Jay Lang. They are grouped according to their appropriateness to various subjects of learning. The titles are listed on the next page and the activities follow on Page 2-63. The subjects include English, Social Science, Arts and Crafts, Physical Education, Outdoor Education and Discovery. The activities are written in a rather rigorous fashion with goals, objectives and steps to follow for each activity.

These activities include instruction in the affective, cognitive and psychomotor domains. In order to use the activities, staff members need only understand the purpose of the activity and feel comfortable using it. These activities may be modified to suit the resources and needs of each class.

2.7 INSTRUCTIONAL ACTIVITIES

Discovery	Page
Mirroring	2-63
Talking to the Camera	2-64
Problem Solving	2-65
Notewriting	2-66
Icosahedron Symbols	2-67
Emotional Group Film	2-68
Goals and Obstacles	2-69
Quickie Pantomines	2-70
Giving and Receiving	2-71
Twelve Days of Christmas	2-72
Pupil Films	2-73
Transparencies and Tapes	2-74
Round Robin Art	2-75
Drug Continuum	2-76
Continuum Comparison	2-77
Role Playing	2-78

English	Page
Communicating with the "Straights"	2-79
Class Reunion	2-80
Communicating with Authority Figures	2-81

English	Page
Writing "Straight" Sentences (1)	2-82
Writing "Straight" Sentences (2)	2-83
Publishing	2-84
Reading Improvement	2-85
Slide Show	2-86
Talk-a-Play/Audio-or-Video	2-87
Keeping a Journal	2-88
Symbols of Yourself	2-89
Group Conferences	2-90
The Beautiful Animal	2-91

Social Science	
Personal Time Capsule	2-92
Fact verses Opinion	2-93
Posting Articles on Law (Government)	2-94
News Categories (1)	2-95
News Categories (2)	2-96
Instant Newspaper	2-97
Personal Timeline (History)	2-98
Rating the News	2-99
Talking the News	2-100

INSTRUCTIONAL ACTIVITIES

Arts and Crafts	Page
Tie-Dye Drapes	2-101
Drawing to Scale	2-102
Magazine Cut-out Collage	2-103
War and Peace in Clay	2-104
Group Murals	2-105
Physical Education	
Instant Replay Volleyball	2-106
Self-Evaluating Pentathalon	2-107
Individual Volleyball Evaluation	2-108
Outdoor Education	
Overnight Camp Trip	2-109

ACTIVITY NAME: Mirroring.

SUBJECT: Discovery

By: Jay Lang

Participation: Pairs of students.

Time: 10 to 20 minutes

Goal: To enable a student to see, as honestly as possible, how another student sees him.

Instructional Objectives

Each student is to:

1. Exhibit his feelings non-verbally.
2. Imitate non-verbally, another's movements.
3. State in written form all observations he made during the experience which he considered significant.

Activity

1. Two students stand or sit facing each other.
2. One student is the initiator of action, the other is the mirror.
3. Whatever movements the initiator makes, i.e. a facial expression, lifting an arm, etc., the other student mirrors.
4. After several minutes of this, each student writes down what he felt during the exercise. The roles are then reversed.

Preparation

An understanding on the student's part as to the procedure of mirroring is necessary.

Pens and paper are also needed.

ACTIVITY NAME: Talking to the Camera

SUBJECT: Discovery

By: Jay Lang

Participation: One or two persons

Time: 15 minutes

Goal: To strengthen the student's self-concept by diminishing his embarrassment in front of a camera.

Instructional Objectives

Each student is to:

1. Converse comfortably, while being filmed, to his own satisfaction.
2. Demonstrate objective analytical powers by viewing his film footage and judging himself verbally to the satisfaction of the teacher.
3. Demonstrate a critical capacity by producing a written evaluation of his performance.

Activity

1. Student will talk directly to VTR camera or a pair of students will converse in front of it.
2. When the student(s) feel that they are no longer embarrassed by the camera, the filming will stop.
3. The student will observe his film footage at least twice.
4. The student will then write a critical self-evaluation.

Preparation

A VTR set, pencils and paper are needed.

ACTIVITY NAME: Problem Solving

SUBJECT: Discovery

By: Jay Lang

Participation: No more than 10 students

Time: One class period

Goal: To allow students to feel less isolated in regard to their specific problems, and to provide an opportunity for helping others solve their problems.

Instructional Objectives:

Each student is to:

1. Concentrate on a single personal problem or dilemma and communicate it to others.
2. Listen to others' specific problems and attempt to offer assistance in both written and oral form.

Activity

Each student draws a number at random (1-10) from a hat. Each student puts his number on a piece of paper, and also records a personal problem he wishes solved. All papers are gathered and put into the hat. The papers are drawn singlely and at random. After the anonymous problem is read aloud, it is discussed by the group. Each person then writes a possible solution to the problem. The solutions are gathered and put in a manila envelope which is numbered to correspond with the number of the question, or problem. At the end of the time period, each student picks up his envelope with his number on it. No names are used.

Preparation

A thorough understanding of the structure of the problem-solving exercise is needed on the student's part. Lined paper, pencils, and manila envelopes are also used.

ACTIVITY NAME: Notewriting

SUBJECT: Discovery or English

By: Joan Thigpin

Participation: 3-8 students and teacher

Time: 30-60 minutes

Goal: The student will allow himself to take some risks when communicating with others.

Instructional Objectives

The student is to:

1. Write an original communication to each person in the group. (Writing something he would not say orally.)
2. Receive an original communication from each person and reply.

Activity

1. Each student writes a note to each person.
2. Each student replies with a note.
3. Notewriting continues and the activity takes on its own form with variations in quality and quantity of communication among members.
4. Activity stops in time for short discussion of differences between notewriting and conversation.

Preparation

Cut up scratch paper (very small pieces to keep pace brisk), pencils, envelopes.

Notes

Keep reminding students to write notes to each person. Have students seated at large table so they can pass notes directly. The ground rule is silence. Give students envelopes for their notes. They will want to keep them.

ACTIVITY NAME: Icosahedron Symbols

SUBJECT: Discovery By: Doug Eidsmore

Participation; Group Time: Two class periods

Goal: To have group create an object symbolic of who they are as individuals and as a group.

Instructional Objectives

Each student is to:

1. Make a list of several words that are self-descriptive
2. Draw six trial personal symbols
3. Choose the symbol he likes best.
4. Draw a finished symbol on a 6x6x6 inch triangle using felt tip pens and combine this with other symbols to form an icosahedron.

Activity

Discuss symbols and present examples of well-known symbols. Students make a list of self-descriptive words. Students draw six trial symbols on a 3x3x3 inch triangular background. Students choose their best triangular symbol. They then draw a full scale finished symbol on a 6" triangle. Students apply contact cement to the edges of the triangle and help form the icosahedron.

Preparation

Distribute an 8½x11" sheet with six equilateral triangles on it. (3" on a side). Have students cut out 20 equilateral triangles (6" on a side)from white railroad board. A tube on contact cement is needed to assemble the icosahedron.

Note

An icosahedron is a 20 sided polygon with equilateral triangles for each side. If you have never seen one, you may want to form a two dimensional arrangement of the triangles.

ACTIVITY NAME: Emotional Group Film

SUBJECT: Discovery

By: Doug Eidsmore

Participation: Group

Time: One class period

Goal: To have class create a cooperative group film.

Instructional Objectives

Each student is to:

1. Participate in a group discussion on emotions.
2. Select colors appropriate to emotions.
3. Draw patterns on clear film expressive of extreme emotions.
4. View the final product.

Activity

Explain the film theme emotions. Have students name some extreme emotions such as hate, love, fear, happiness, etc. Discuss the visual imagery associated with strong emotions (reds and blacks with hate, cool colors and flowing lines with bliss, etc.) Have students select a strand of the film to draw on and suggest they use colors and patterns appropriate for that emotion. Show film immediately upon completion.

Preparation

50 feet of 16mm clear film leader and 15-20 felt tip pens are needed. Also, a projector. Film should be taped to a table in several long strands. Tape a card with the theme for that strand at the end of the strand.

Notes

Theme can vary, i.e., about the school, how you feel right now, etc.

ACTIVITY NAME: Goals and Obstacles

SUBJECT: Discovery

By: Jay Lang

Participation: Whole Class

Time: One class period

Goal: Each student is to think of an important personal goal and obstacles that prevent its attainment. Students are also to help another person combat obstacles preventing attainment of their own goal.

Instructional Objectives

Each student is to:

1. Write down a personal goal.
2. Write down obstacles that could prevent attaining that goal.
3. Write advice on how to combat another's obstacles.

Activity

1. Students write a paragraph describing one important goal in their life.
2. On the same piece of paper describe three obstacles in the path of that goal.
3. Students draw a goal/obstacles paper and then read it.
4. The holder of the paper then writes a paragraph of advice on possible solutions to the author on his goal statement.
5. Each students recommendations are placed on a bulletin board.

Preparation

None

ACTIVITY NAME: Quickie Pantomines

SUBJECT: Discovery

By: Jay Lang

Participation: Whole Class

Time: One class period

Goal: To enable the students to think rapidly and creatively, and to be able to communicate through bodily movements.

Instructional Objectives

The student is to:

1. Imagine, discuss, and produce a two minute pantomine within the space of ten minutes.
2. Indicate a sense of spontaneity, originality, and enthusiasm as judged by the teacher.

Activity

1. Students shall divide themselves into groups of one, two, or three.
2. They will be given seven minutes to prepare a pantomine.
3. Each group will present its pantomine for the rest of the class.
4. The class shall guess at the scene being depicted.
5. The first group to guess correctly is next to present their pantomine. If the pantomine is not guessed, the group must try again.

Preparation

An understanding of the structure of the exercise on the students' part is all the preparation needed. Students may add their own props if so desired.

ACTIVITY NAME: Giving and Receiving

SUBJECT: Discovery

By: Jay Lang

Participation: Class

Time: 30 minutes

Goal: To give the students an opportunity to freely express themselves artistically, and to be able to give and receive at random.

Instructional Objectives

Each student is to:

1. Create one or more artistic objects or complete one or more artistic projects.
2. Demonstrate a degree of non-attachment concerning his work by giving it up for random selection.

Activity

Each student creates an artistic project; a drawing, painting, story, poem, song, or whatever. The projects are placed in a box. Each student in turn draws a surprise "present" from the box and shows what he has received to the rest of the group.

Preparation

Pencils, pens, crayons, paints, paper, and a cardboard box are needed.

Notes

This is a good exercise before Christmas or summer vacations.

ACTIVITY NAME: Twelve Days of Christmas

SUBJECT: Discovery or English

By: Joan Thigpin

Participation: 3-12 students

Time: 2-3 classe periods

Goal: Students will begin thinking about what is really important to them and will express those needs.

Instructional Objectives

The student is to:

1. Express needs and wants.
2. Express his ideas of appropriate gifts for Christmas.
3. Receive positive feedback for giving.

Activity

Tape of song is playing as students come into class. Teacher asks what the items are that the "true love" gives for Christmas. Discussion centers around material and non-material gifts. Students generate ideas about gifts they would like and list gifts on the board. Students sing song along with the tape. This is taped with another recorder. One student can be assigned the task of typing new lyrics onto dittos. Students then prepare and mail the song as gifts. Students tape can be played all during Christmas season.

Preparation

Obtain tape of piano rendition of "Twelve Days of Christmas". Two tape recorders, envelopes, and postage are needed.

Notes

Likely gift recipients include the students' parents, social workers, probation officers, friends, etc. Discussion of the possible reactions of these people will be fruitful. Feedback from recipients will further reinforce students positive feelings. (Teacher or student may want to enclose an explanatory note)

ACTIVITY NAME: Pupil Films

SUBJECT: Discovery

By; Joan Thigpin

PARTICIPATION: Voluntary

Time: As needed

Goal: The student will receive positive feedback about himself and enhance his self-concept.

Instructional Objectives

Each Student is to:

1. Decide what theme characterizes his life.
2. Fantasize what he would like to do or be.
3. Develop a sense of sequencing and continuity in expressing the above.
4. Direct others in getting an expression of himself on film.
5. Learn to use 8 mm film equipment.

Activity

1. Student plans and discusses 1 reel, 8 mm film with teacher.
2. Student directs and stars in film.
3. Film is shown to class - student and teacher comment on technique and ideas, as each film is finished.
4. All films are shown several times - discussion follows.
5. Student is allowed to keep his own film at end of school year.

Notes: Much discussion of appropriateness will ensue from this activity. Most problems will be resolved if the students are convinced that their films should accurately represent their concepts of themselves.

ACTIVITY NAME: Transparencies and Tapes

Subject: Discovery

By: Joan Thigpin

Participation: All

Time: One class period

Goal: Students will produce an auditory/visual segment which can be used as an effective part of a multi-media presentation.

Instructional Objectives

Each student is to:

1. Apply their knowledge of symbolization to making a transparency evaluating Sunshine School.
2. Conceptualize and verbalize a succinct statement evaluating Sunshine School.
3. Receive feedback from each other regarding the "State of the School."

Activity

1. Short discussion recalling what symbols are.
2. Students draw symbols on transparencies with felt pens.
3. Transparencies are projected on overhead projector.
4. Students tape record verbal evaluations.
5. Tape is replayed as symbols are projected in sequence.

Preparation

Materials: Transparencies, felt pens
Equipment: Tape recorder, overhead projector

Notes

In preparing for taping, the relationship between non-verbal symbol and verbal symbols (words) should be stressed.

ACTIVITY NAME: Round Robin Art

SUBJECT: Discovery

By: Joan Thigpin

Participation: All

Time: One class period

Goal: Tangible evidence of cooperation will be produced by the class.

Instructional Objectives

Each student is to:

1. Contribute positively to other's work.
2. Improve his ability to follow directions in a group.
3. Respond individually to the effect the group has had on his work.

Activity

1. Each student begins drawing on paper. When time is called, the paper is passed on to the right.
2. Students draw on the new paper.
3. Steps 1 and 2 are repeated several times.
4. Papers are returned to original artists. They write their reactions to the changes on 3x5 cards.
5. Pictures and cards are posted on bulletin board.

Preparation

Materials: 12x18 inch white drawing paper. Felt tipped pens, 3x5 cards.

Notes

Leader must watch carefully to see that the pictures do not go beyond the point of no return. This will vary with the group, but about six contributions is all one picture can take.

ACTIVITY: Drug Continuum

SUBJECT: Discovery

By: Jay Lang

Participation: Whole class

Time: One or two class periods

Goal: Students are to think about drug use as a continuum, create such a continuum and place themselves on it.

Instructional Objectives

Each student is to:

1. Participate in a discussion on drug use continuums and suggest characteristics of places on such a continuum.
2. Write the characteristics of places on such a continuum in the correct sequence.
3. Place himself on the continuum.

Activity

Instruct students to evaluate drug use in terms of a continuum of behaviors with one end being drug free and the other being an addict. They supply other points along the continuum; Seven are needed. They then place themselves on it in terms of their own use and in terms of where they would like to be.

Preparation

A roll of cash register tape is used for the continuum.

Notes

This is a good way of determining drug behavior in your program. This can be done several times during the school year.

ACTIVITY NAME: Continuum Comparison

SUBJECT: Discovery

By: Burnis Lyons & Joan Thigpin

Participation: Group

Time: One class period

Goal: To prompt frank discussion of student's drug use and progress in school.

Instructional Objectives

Each student is to:

1. Place himself on a continuum indicating how well he is using his potential to grow and learn.
2. Place himself on a continuum indicating his drug behavior.
3. Participate in a follow-up discussion

Activity

Begin activity by discussing the progress the group is making as a whole. Ask them to place themselves on a continuum of 0 - 7 as an indicator of how well they are using their abilities to grow and learn. Also, starting with the teachers, ask each person to place himself on the drug continuum of the previous activity. Discuss the relationships between the two continuums.

Preparation

Chalkboard is needed.

Notes

This should be done several times during the year. This is a good activity to do when you have caught somebody using drugs or suspect someone is under the influence of a drug.

ACTIVITY NAME: Role Playing

SUBJECT: Discovery

By: Burnis Lyons

Participation: Pairs of students

Time: One class period

Goal: To enable a student to see how we communicate through body language.

Instructional Objectives

Each student is to:

1. Role play a situation with another student while being filmed.

2. View film, notice and discuss his body actions.

3. Role play the situation again, being aware of his body.

Activity

Let a pair of students choose one of several slips of paper on which is written a sentence beginner for a role playing situation ("You seem to me like you've been on an ego trip lately." "You look like you've gained some weight." "What this school needs is some more girls/guys."). Students are to immediately go into their identified roles, and play the situation until it comes to a natural end. Tape the role playing on the video tape equipment. View the scene and discuss the various body communication devices, such as arm movement and position, body posture, and facial expression. Have the students replay the situation, and then discuss the differences of the two tapes.

Preparation

Have VTR equipment ready, and prepare role playing beginners.

ACTIVITY NAME: Communicating with the "straights"

SUBJECT: English

By: Joan Thigpin

Participation: Individual

Time: As needed

Goal: The student is to demonstrate differentiated use of language.

Instructional Objectives

The student is to:

1. Modify his language when asked.

2. Generate clearer statements of his own without being asked to restate.

Activity

Teacher seats student at window with tape recorder and asks him to describe the yiew. When student finishes taping (5 to 15 minutes), the teacher listens to the tape with the student. This listening should be done away from the window. The teacher stops the tape recorder at times and praises his poetic approach. At other times, the teacher looks puzzled and asks the student about his statement. The student will restate his idea so the teacher understands. When finished listening, the student is asked to retape his description. The teacher listens again and praises sentences which indicate more clarity. She again praises his use of the language but indicates that many more people could understand him on the second tape.

Preparation

Tape recorder

Notes

This is effective with those who have gotten so deeply into the drug culture that non-drug users simply cannot understand them. These students are not deliberately trying to alienate people, but their language reflects a completely different perception of the world. Furthermore, their language may be fragmented and essentially non-communicative.

ACTIVITY NAME: Class Reunion

SUBJECT: English

By: Joan Thigpin

Participation: Class

Time: One class period

Goal: The student is to be motivated to write several paragraphs.

Instructional Objectives

Each student is to:

1. Visualize and predict a future event.
2. Write about the event for half the period.

Activity

The teacher says, "Today is June 14, 1981, the Sunshine School Class of 1971 is having a reunion. Describe what is happening." Students write for half the period. Papers are collected and are read aloud by teacher and aide. The class is asked to guess who wrote each paper. Students discuss what they liked best about each paper. The group agrees to meet again in ten years for a re-reading of the papers.

Preparation

None

Notes

This is an excellent last day of school activity.

ACTIVITY: Communicating with authority figures

SUBJECT: English

By: Joan Thigpin

Participation: Small group

Time: As needed

Goal: Students will learn effective techniques of communicating with authority figures.

Instructional Objectives

The student is to:

1. Recognize that he frequently displays behaviors which do not accurately convey what he wishes.
2. Learn to substitute appropriate behaviors.
3. Learn to communicate to probation officers, high school administrators, etc.

Activity

1. Students discuss how non-understanding their own authority figures are.
2. Teacher role plays authority figure while student plays himself. This is video taped and played back.
3. Group points out inappropriate behaviors. (Closing eyes, drumming on deck tops, etc.)
4. The scene is then retaped and compared. Both teacher and student discuss the differences in how they felt.

Preparation

Video tape recording equipment is needed.

Notes

After the first student has completed his two scenes, he can role play the authority figure for the next student. The recurring theme of this exercise is that effective communication is the responsibility of the communicator and that self-awareness will enhance transaction.

ACTIVITY NAME: Writing "straight" sentences (1)

SUBJECT: English

By: Joan Thigpin

Participation: Individual

Time: As needed

Goal: The student will be able to communicate straight descriptive data when writing.

Instructional Objectives

The student is to:

1. Recognize that "head" language should be used judiciously.
2. Recognize the need for completing fragmented sentences.
3. Implement the elements recognized.

Activity

Student describes a simple picture while the teacher takes dictation. The teacher reads sentences back, looks puzzled, asks student to clarify. Teacher points out the difference between the two types of sentences. One is interesting - almost poetic, but does not give immediate understanding as the other does. Student is given paper which has two columns. Student is given new picture and asked to describe in two ways - once for "heads" and once for "straights". Sentences are transcribed into appropriate columns. Teacher compliments and praises both, noting that they are different.

Notes

This kind of exercise is used for those who are deeply immersed in the drug culture and who want to communicate with "straights" but are having difficulty.

ACTIVITY NAME: Writing "straight" sentences (2)

SUBJECT: English

By: Joan Thigpin

Participation: Individual

Time: As needed

Goal: The student is to communicate straight, descriptive data when writing.

Instructional Objectives

The student is to:

1. "Translate" one personal style of writing into another.

2. Become aware of his ability to generate interesting but clearly written sentences.

Activity

The paper is ruled into three columns with three spaces in each. The first column is labeled "straight" - the last column is labeled "highly abstract". The student is asked to dictate one of his "far out" sentences. It is transcribed into the last column. He is then asked to dictate a very simple version, which is placed in the "straight" column. After he has collected three sets of sentences, he is asked to dictate sentences which fall in between the two categories. The teacher points out that he can combine interest and clarity in the same sentence. This column is then labeled "Creative" and the student is praised for it.

Notes

For added practice, the teacher can make up sentences of her own and have the student classify them accurately. Or the teacher can fill in some squares and have the student fill in equivalents for other columns.

ACTIVITY NAME: Publishing

SUBJECT: English

By: Joan Thigpin

Participation: Class

Time: 10-15 minutes daily for one or two weeks

Goal: The student will write more freely and feel a sense of accomplishment.

Instructional Objectives

The student is to:

1. Write or dictate two or three sentences each day.

2. Improve sentence structure.

Activity

Teacher presents students with sheet containing interesting sentences they have already written and which she has culled from her files. Each sentence is by-lined with the student's name. Students are asked to write more sentences for publication the next day.

Preparation

Teacher types sentences and duplicates for distribution the next day.

Notes

Students look forward to seeing sheets each day. This is good reading experience for very poor readers. Since output increases rapidly, the emphasis can be changed to printing only the best sentences each student writes and pointing out the reasons.

ACTIVITY NAME: Reading Improvement

SUBJECT: English

By: Joan Thigpin

Participation: Individual

Time: 15 minutes daily

Goal: The student will increase reading speed and comprehension for leisure reading.

Instructional Objectives

The student is to:

1. Internally structure his reading before actually reading.
2. Gain meaning from reading printed page by comparing actual outcome to his predictions.
3. Increase speed by determining factors which slow him down.

Activity

Student selects a book which will be easy and enjoyable. With teacher, the student determines the number of pages he will probably read in ten minutes and previews the material looking for pictures, italics, etc. As he develops previewing skill he will also skim for names, dates, times, settings, and other gross cues to meaning. This is done by flipping through the pages. He then makes a prediction as to what is going to happen. He reads for ten minutes as quickly as possible. He records the number of pages read and discusses the outcome of his prediction. He also analyses factors which may have helped or hindered his reading speed.

Preparation

Teacher must gather a variety of appropriate books and have read them.

Notes

Time is of the essence. Lengthly predictions and analyses will negate any gains in speed.

ACTIVITY NAME: Slide Show

SUBJECT: English

By: Joan Thigpin

Participation: 2 - 3 students

Time: One week

Goal: To improve skills in verbal expression, pictorial symbolization and oral reading.

Instructional Objectives

The student is to:

1. Complete a story and draw accompanying illustrations.
2. Analyze and edit the story to make it "work" with the pictures.

Activity

1. Students dictate hypothetical story to teacher (2-3 typewritten pages)
2. Each student chooses scenes or ideas in story to illustrate.
3. Students make collages or pictures on 10"x10" tagboard to illustrate ideas.
4. Students tape collages together accordian style.
5. Students tape record story.
6. Collages are projected by opaque projector while tape is being played.

Preparation

Opaque projector and materials for art work.

Notes

Plan for at least 12-15 pictures. Have students do sample felt pen drawings for scenes which stay on the screen for just a few seconds.

ACTIVITY NAME: Talk-a-Play - Audio-or-Video

SUBJECT: English

By: Joan Thigpin

Participation: Group of 4 - 8

Time: Approximately 5 class periods

Goal: To improve spoken expression and comprehension of other's verbal communication

Instructional Objectives

The student is to

1. Express himself within imposed limits of situation and character.
2. Recognize appropriate and inappropriate communication from others and from himself. (Develop a literary point of view)

Activity

1. Students agree upon initial situation and setting. Total play is not outlined, the activity itself develops the plot.
2. Each student assigns himself a role.
3. Line is rehearsed at least once.
4. Play is taped one line at a time. Recorder is turned on and off between times.
5. Group may discuss line and make suggestions, but final decision is up to role player.
6. Play is terminated when the story has reached its own logical conclusion. It is then played back as a finished product.

Preparation

Audio Tape Recorder or Video is required.

Notes

Discussion should center around internal consistency of characters. Awareness of plot development will grow. Students should be rewarded for comprehension of logical consequences. Do not allow students to plan too far ahead, however, as they will get bogged down in discussion and argument. The plot will be logical if the characters illustrate a consistant point of view. The play can also be transcribed from the recording and used as a script for producing a stage play.

ACTIVITY NAME: Keeping a journal

SUBJECT: English

By: Burnis Lyons

Participation: Individual

Time: 10 minutes/day

Goal: To increase self-knowledge, to develop skills in written expression.

Instructional Objectives

Each student is to:

1. Write about himself for ten minutes each day. His writings will be confidential if he wishes, or may be shared if he so desires.
2. Teacher will focus attention from time to time by asking students to complete such sentences as:

   "Happiness is..." or "If I were an animal, I'd be a _____," because... or "I feel like crying when..." or by reading short selections from published material and asking for written reactions.

Preparation

Paper, pen,binder or notebook.

Notes

Students at first resisted the keeping of a journal; later, they would ask to write special things or refer to it. Most developed pride in their writings and asked the teacher to read them.

ACTIVITY NAME: Symbols of Yourself

SUBJECT: English

By: Joan Thigpin

Participation: Individual

Time: Two to six weeks

Goal: The student will write a paper describing himself in terms of symbols.

Instructional Objectives

The student is to:

1. Classify and categorize symbols to which he has attached his own meanings.

2. Dictate or write a paper with each paragraph related to a grouping of personal symbols.

Activity

The student lies on butcher paper and has the outline of his body traced. He then goes through stacks of magazines choosing pictures which affect him in one way or another. The pictures are then trimmed and glued onto the traced body shape. The student decides what meanings the symbols seem to have for him. The student groups pictures into categories which emerge. (Feelings, physical appearance, family, etc.) Student writes or dictates paper with a paragraph for each category.

Preparation

The teacher gathers butcher paper, magazines, etc.

Notes

In the beginning, this exercise can be very threatening to students. It is a good idea to make it a "special project" for just one student. The teacher should go through the process himself and work alongside the student. This will keep the pace of work up. This should be considered a non-verbal exercise at first. Meaning for the pictures will come from placement within the body outline, its proximity to other symbols and the meaning the student attaches to it while he is working with the picture that was simply "interesting" in the beginning. Encouraging thought and self-discovery during the process will help the student produce a well written paper in the end.

ACTIVITY NAME: Group Conferences

SUBJECT: English

By: Joan Thigpin

Participation: Six to eight students

Time: 5 - 10 minutes everyday

Goal: Students will be motivated to choose new activities, do original work and remediate deficits.

Instructional Objectives

Each student is to:

1. Listen to others describe their current activities and look at their progress charts, etc.
2. Describe his own work.
3. Evaluate his work.

Activity

The students show what they are doing. The teacher points out improvements and progress to the other students. The student gives himself a (+) (✓) or (-) for his work which the teacher records in the student's English folder. The student reports his ideas for a new activity or accepts suggestions from students and teacher.

Preparation

Teacher keeps on-going anecdotal records for reference during conference.

Notes

This activity is excellent for rewarding students who are making progress in remediating deficits. Their openess and willingness to discuss learning problems helps others to be less defensive. Students can also gain a reputation for expertise in an area (crosswork puzzles). No more than a minute or two should be devoted to each student.

ACTIVITY NAME: The Beautiful Animal

SUBJECT: English

By: Joan Thigpin

Participation: Individual

Time: One class period daily for two weeks

Goal: The student will be motivated to write a two or three page paper and will begin to understand the significance of animals in developing a concept of man.

Instructional Objectives

The student is to:

1. Observe and categorize humans in terms of their characteristics.
2. Verbalize his concepts and write them in an organized paper.

Activity

During informal discussions, the teacher asks the student what kind of animal he would like to b After discussing this and talking about the animal counterparts of other class members, teacher suggests that the student find pictures of animals and make a collage out of them representing the group. After the collage is completed, the student dictates or writes a paper discussing the reasons for his choices.

Preparation

Teacher supplies old magazines - National Geographic is especially good.

Notes

Student should be encouraged to find several different kinds of pictures for each animal to show various aspects of the subjects personality or behavior. Paragraphing skills are developed by having the animals grouped into categories - birds, reptiles, felines, etc.

ACTIVITY NAME: Personal Time Capsule

SUBJECT: Social Science

By: Joan Thigpin

Participation: Individual

Time: Several minutes each day two or three periods for culminating activities.

Goal: The student will exhibit increased motivation to write and will gain personal satisfaction from writing.

Instructional Objectives

The student is to:

1. Enhance his self-awareness.
2. Pre-structure a paper through written notes.
3. Write a paper using at least ten sentences.

Activity

Student and teacher discuss time capsules. Student is given a box and asked to bring in an object each day which relates directly to him. Each day when the object is brought in, the student makes a note of its significance on a separate 3x5 card. At the end of ten days, the student arranges the cards in some kind of order. He then writes a paper using the cards as notes. The objects can be glued or stapled to the inside of the box and used for an art display with the paper displayed alongside it.

Notes

When writing the paper, the student may need a "Starter" sentence such as:

"The person who opens this time capsule will think that I..."

ACTIVITY NAME: Fact verses Opinion

SUBJECT: Social Science (Current Events) By: Joan Thigpin

Participation: Any size group Time: One class period

Goal: The student will differentiate between editorial and straight news content.

Instructional Objectives

The student is to:

1. Determine gross cues which indicate editorial viewpoint, i.e., placement within paper column, status, etc.

2. Determine subtler cues which indicate editorial viewpoint, i.e., prejedicial words, type of accompanying photo, placement in paper.

Activity

1. Student clips article from paper, pastes it onto binder paper, and writes a statement regarding its content.

2. Articles are presented orally to the group and discussed.

3. Articles are placed under appropriate heading on bulletin board.

Preparation

Teacher prepares several articles from current paper and is ready to help students find obvious examples.

Notes

Some students will tend to think of any article as opinion or propaganda. Discussion of how article might be presented differently in different papers may be helpful here. Some will have difficulty distinguishing between straight news reporting of someone else's opinion and presentation of the writer's viewpoint.

ACTIVITY NAME: Posting Articles on law

SUBJECT: Social Science/Government

By: Joan Thigpin

Participation: All

Time: One class period

Goal: Students will relate the standard academic functions of government to current actual government functioning.

Instructional Objectives

Each student is to:

1. Develop the skills of scanning and skimming the newspaper.
2. Categorize content of articles by function and level.
3. Recognize and discuss overlapping of function by various parts of government.

Activity

Students cut out articles related to government and the law. Articles are stapled to paper. Students write comments stating government level (local, state, national) and function ("making law, enforcing law, judging law"). Each article is discussed with class determining whether student's categorizations were correct. Overlap in functions is discussed. Students post articles on board under correct category. Activity is repeated until students can quickly and accurately determine correct categorization of reports of government activity.

Preparation

Previous classes must establish law as the base for government functioning and develop concepts of legislative executive, and judicial functions at local, state. and national levels.

ACTIVITY NAME: News Categories (1)

SUBJECT: Social Science

By: Joan Thigpin

Participation: Any size group

Time: One class period

Goal: The student will develop an interest in one subject usually reported daily in the news.

Instructional Objectives

The student is to:

1. Skim the paper for news which interests him.
2. Accurately classify his newstory according to context.
3. Collect several articles pertinent to his chosen classification.

Activity

1. Class brainstorms for kinds of news found in paper. Classifications are written on the board - crime, ecology, politics, public service, etc.
2. Each student chooses an article which interests him. He reads the article and writes a statement telling what kind of news it is.
3. Group discusses classification and article is placed on bulletin board under correct category. Final discussion should summarize and encourage student exploration of one area of news.

Preparation

Teacher prepares examples for preliminary discussion and brings in several newspapers. After the first day, permanent headings for bulletin board should be made.

Notes

This should be done several days in a row. The second day, some students will decide to specialize. They may want to follow one story through or collect a variety of articles which bear on one subject. Discussions will shift to content rather than classification, although some stories may change their classification.

ACTIVITY NAME: News Categories (2)

SUBJECT: Social Science

By: Joan Thigpin

Participation: Any size group

Time: One class period

Goal: The student will differentiate between local, state, national, and international news.

Instructional Objectives

The student is to:

1. Clip an interesting article from the paper, paste in on binder paper, and label it local, state, national, or international.
2. Present his article to the group explaining the reason for its classification.
3. Participate in discussion regarding classification.

Activity

1. Preliminary discussion of classification of articles.
2. Each student cuts an article from paper and classifies it.
3. Student tells group about data from the article which helped him arrive at his classification.
4. Group discusses each article changing classification when necessary.
5. Final discussion centers around the ways in which classification changes according to importance of news and the viewpoint of the reader.

Preparation

Teacher prepares definitions and examples. Current newspapers are necessary.

Notes

Articles should be stapled onto paper and placed under appropriate heading on bulletin board. This can be done for several days. At the end of the unit, the teacher can photocopy 10 headlines and ask students to classify them for a quiz.

ACTIVITY NAME: Instant Newspaper

SUBJECT: Social Science (Current Events) By: Joan Thigpin

Participation: Whole Group Time: One class period

Goal: Students will synthesize and apply knowledge gained from previous current events classes.

Instructional Objectives

The student is to:

1. Write news or other articles for the paper.
2. Place his article in the correct newspaper section.
3. Read the whole newspaper.

Activity

Teacher displays blank newspaper and asks for section headings. These are written in with felt tip pen. Students are asked to make at least one contribution to the paper. All contributions are glued on to the correct section after consultation with the teacher. Then students write story titles in with felt tip pen. One student should be assigned responsibility for details... masthead, banner, illustrations, etc.

Preparation

Writing paper cut into strips. Butcher paper cut to size of standard newspaper and ruled into columns, felt pens, glue.

Notes

Several students may write parodies of news stories rather than straight news. These should be accepted, but a separate labeled heading -- "Fantasy News" or "News Parodies" may have to be created.

ACTIVITY NAME: Personal Timeline

SUBJECT: Social Science/History

By: Joan Thigpin

Participation: Whole group

Time: 2-3 class periods

Goal: Students will come to an understanding of how historians and biographers work. Student will develop a gestalt of his own life.

Instructional Objectives

Each student is to:

1. Learn significance of life events.
2. Learn to generate memories of events by associative methods.
3. Arrange his life events in chronological order.
4. Recognize similarities and differences between his life and others.

Activity

Brainstorming what are the significant events in anyone's life. On adding machine tape, kids rule off 5 inch sections for each year of life (use index cards as measuring devices). Label sections with years from birth. Within each year the student lists major events. Teacher facilitates by giving kids methods of "jogging" memories. When completed, students compare and discuss their time lines.

Preparation

Material: Adding machine tape, felt tip pens.

ACTIVITY NAME: Rating the News

SUBJECT: Social Science

By: Jay Lang

Participation: Whole Class

Time: One class period

Goal: To engage students in the process of making value judgements concerning the importance of current world events.

Instructional Objectives

The student is to:

1. Demonstrate a selective interest in the news by choosing one article of importance.
2. Demonstrate an understanding of his article by verbally relating it to the class.
3. Exhibit powers of concentration and discrimination by listening to other articles and judging their relative importance.

Activity

Sections of newspaper are given to each student. The students read the paper, then select an article they feel is very important or significant in some way. Each student in turn relates his article to the rest of the class and tells why he thinks it is important. The class votes on which article is most important.

Preparation

Newspapers, pencils, and paper are needed.

ACTIVITY NAME: Talking the News

Subject: Social Science

By: Jay Lang

Participation: Whole Class

Time: One class period

Goal: To promote specific communication involving media, facts, and social interaction.

Instructional Objectives

The student is to:

1. Demonstrate an interest in the newspaper by choosing a particular article for study.
2. Exhibit clear communication skills by relating his article, in his own words, to his neighbor.
3. Demonstrate a capacity for listening by being able to write out on paper the information just received from his neighbor.

Activity

1. Each student chooses an article from the newspaper.
2. He then orally relates the article to the student on his left.
3. The student who has received this information then transfers it to paper in abbreviated form.
4. Each student then reads to the class what he has written.
5. A comparison is made between the reader of the article and the listeners abbreviation. Did he receive the correct message?

Preparation

Newspapers, pencils, and paper are needed.

ACTIVITY NAME: Tie-Dye Drapes

SUBJECT: Mathematics, Arts & Crafts

By: Burnis Lyons

Participation: Individual

Time: One class period

Goal: To use knowledge of mathematics in creating a pleasing home or school decoration.

Instructional Objectives

The student is to:

1. Measure and fold so that drapes will match each other.
2. Use dye so that the finished product is decorative.
3. Use craft materials without making a mess.

Activity

Student should measure material, 4 lengths, for two windows. Cut the material. Putting two lengths together, fold in half lengthwise. Then starting along the short edge, fold in exactly four inch folds. Tie tightly around the fold, with string bound one inch wide every six inches. Do the same with other two lengths. Dye together, rinse in water to which one cup of borax has been added. Remove string, hang to dry. Result will be two-tone striped matching drapes.

Preparation

Suitable length of unbleached muslin. Two colors of dye. Two buckets. Hot plate. Tape measure or yardstick. Scissors, tongs, borax, one gallon of water.

Notes

May substitute vinegar and salt for borax.

ACTIVITY NAME: Drawing to Scale

SUBJECT: Arts and Crafts

By: Burnis Lyons

Participation: Individual

Time: One class period

Goal: To teach student to draw to scale, and appreciate good design.

Instructional Objectives

Each student is to:

1. Reproduce a design two feet by three feet to a scale of 6 inches = 1 foot.
2. Identify basic elements of good design.

Activity

1. Review drawing to scale with the student.
2. Present a sample 2 foot by 3 foot design of geometric shapes.
3. Discuss elements of good design.
4. Give student paper one foot by one and a half. Discuss proportion.
5. Tell the student to reproduce the design to a scale of 6 inches equals one foot and color the reproduction to match.

Preparation

Large design with geometric figures. Ruler. Smaller paper, pencil, crayons, or water colors, etc.

ACTIVITY NAME: Magazine Cut-out Collage

SUBJECT: Arts and Crafts

By: Burnis Lyons

Participation: Individual

Time: Two to five days

Goal: To get acquainted with student; to give student an absorbing activity until his records arrive or until he settles down and becomes one of the group.

Instructional Objectives

The student is to:

1. Follow directions.
2. Display present work habits - ability to attend to task, housekeeping habits, self-control.
3. Verbally communicate the significance of the items in and arrangement of the collage.

Activity

1. Show other individuals' collages - discuss how they illustrate person's interests, personality
2. Direct student to find pictures, words or whatever in magazines provided, arrange on cardboard in any fashion he wishes and glue.
3. Ask student to be prepared to explain briefly, the significance of items chosen and their arrangement.

Preparation

10 or 12 magazines on variety of subjects, paste or glue, scissors, 30"x40" cardboard

Notes

Students sometimes wish to bring their own magazines from home.

ACTIVITY NAME: War and Peace in Clay

SUBJECT: Arts & Crafts, English

By: Jay Lang

Participation: Whole class

Time: Several class periods

Goal: To create a clay representation of the themes war and peace and then to write a critique of the representation.

Instructional Objectives

The student is to:

1. Participate in creating an object d'art centering around the theme of either war or peace.

2. Write a brief critique on all projects presented.

Activity

Two groups are formed. One constructs an object d'art(s) collectively or individually, depicting a war scene or a war related scenario. The other group does the same on a peace theme. The two productions are then placed side by side and brief critiques are written by each student.

Preparation

Provide clay for project.

ACTIVITY NAME: Group Murals

SUBJECT: Arts and Crafts

By: Jay Lang

Participation: Whole class

Time: Several class periods

Goal: The group will create one large mural centering around one theme.

Instructional Objectives

The student is to:

1. Choose pictures, objects or designs that relate to a given theme.
2. Attach his contributions to the mural.

Activity

Everyone works on a big piece of butcher paper using different art mediums. A theme is given, i.e. good karma, bad karma, anger, pleasure, or whatever. The images may be concrete or abstract. The whole mural represents the groups perception of the topic and of themselves.

Preparation

Large piece of butcher paper. Have available various art supplies.

ACTIVITY NAME: Instant Replay Volleyball

SUBJECT: Physical Education

By: Jay Lang

Participation: Whole Class

Time: One class period

Goal: To achieve group cooperation in a memory extending exercise.

Instructional Objectives

The students are to:

1. Cooperate in group organization by dividing themselves into two teams.
2. Demonstrate an immediate memory-recall capacity by repeating recently carried out physical movements.

Activity

1. The players organize themselves into two teams.
2. The ball is served and one complete volley ensues.
3. The same volley is then re-enacted without the ball.
4. Each player must remember his previous movements and the temporal sequence from the previous volley.
5. Another replay sequence is begun using the ball again.

Preparation

The only preparation needed is a ball, a court, and an understanding from the players concerning the structure of the game.

ACTIVITY NAME: Self-Evaluating Pentathalon

SUBJECT: Physical Education

By: Jay Lang

Participation: Whole class

Time: Two class periods

Goal: To record and measure student's progress in five atheletic events.

Instructional Objectives

Each student will:

1. Perform five events.
2. Record results.

Activity

The students perform five events (1) 50 yard dash (2) softball throw (3) football punt for distance (4) basketball free throw, 10 shots (if no basketball loop is available, a volleyball serve for accuracy may be substituted) (5) ¼ mile run. The student's statistics are recorded.

This process occurs once a month and the student charts his own progress or regression. It is a good gauge and the students are very interested and try very hard.

ACTIVITY NAME: Individual Volleyball Evaluation

SUBJECT: Physical Education

By: Jay Lang

Participation: Whole class

Time: One class period

Goal: To obtain an evaluation of a student's accuracy when hitting the volleyball.

Instructional Objectives

Each student will:

1. Play a regular game of volleyball.
2. Have his hits recorded, both for a strike and for a resulting playable ball.
3. Calculate the accuracy percentage.

Activity

Two teams are formed and play volleyball as usual. One or two students sit off to the side with a tally sheet. Each time the ball is hit, the recorder(s) mark it as an "Attempt" for whoever struck the ball. If the shot is a good one, that is, playable, that is also recorded. The statistics are turned over to the math class, who then figure out each player's accuracy percentage. The percentages are recorded on a bulletin board.

Preparation

Instruct students on method of recording.

ACTIVITY NAME: Overnight Camp Trip

SUBJECT: Outdoor Education

By: Burnis Lyons

Participation: 12 students - five staff members

Time: 36 hours - from 9:00 a.m. one day until 3:00 p.m. the next

Goal: For participating campers to become a "group" which can work together to solve common problems.

Instructional Objectives

Each student is to:

1. Plan for and take care of his own physical needs: shelter, food, clothing.
2. Plan and carry out one aspect of the trip: One recreational activity, one nature study walk, one physical education activity, or preparation of food for one meal.
3. Participate in group discussions.
4. Contribute to group dicision-making.
5. Carry out group decision.

Activity

At group meeting, determine if group is interested in overnight trip. If so, determine items to be considered and implemented: i.e: camp site, meals, financing, transportation, recreation, other activities, basic rules on conduct, how various courses can be enhanced by this activity. At subsequent group or committee meetings, determine who is to do what. After trip, evaluate, write up, decide on value of trip, whether it is worth doing again.

Preparation

Students will take care of all preparations, including writing up proposal for approval, and evaluation afterwards.

Notes

Although carrying through this project was very difficult for some students, those that participated, plus the staff, returned to school as a cohesive group better able to work and live together in the school situation.

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